5045 APPLEBEE, R. K. NATIONAL STUDY OF HIGH SCHOOL ENGLISH PROGRAMS, A RECORD OF ENGLISH TEACHING TODAY. ENGLISH JOURNAL, 1966, 55, 273-81. REPORTS FINDINGS OF A TWO-AND-A-HALF YEAR SURVEY OF HIGH SCHOOL ENGLISH PROGRAMS IN 168 SELECTED PUBLIC SCHOOLS AND A CROSS SECTION OF INDEPENDENT AND PAROCHIAL SCHOOLS AND OF COMPREHENSIVE HIGH SCHOOLS INVOLVED IN EXPERIMENTAL PROGRAMS. DATA PRESENTED RELATE TO USE OF CLASS TIME, TEACHING METHODS, TEACHER PREPARATION, TEACHING CONDITIONS, AND SOURCES OF STUDENT READING.

5046 ASHCROFT, S. C., AND HARLEY, R. K. THE VISUALLY HANDICAPPED. REVIEW OF EDUCATIONAL RESEARCH, 1966, 36, 75-92. REVIEWS 93 RESEARCH STUDIES IN THE AREA OF THE VISUALLY HANDICAPPED, PUBLISHED SINCE 1963. STUDIES ARE CATEGORIZED UNDER FOUR MAIN HEADINGS - GENERAL ASPECTS, PSYCHOLOGICAL ASPECTS, EDUCATION, AND THE MULTIPLY HANDICAPPED.

5047 ASHLOCK, P. THE VISUAL PERCEPTION OF CHILDREN IN THE PRIMARY GRADES AND ITS RELATION TO READING PERFORMANCE. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 331-33. REPORTS CORRELATIONS BETWEEN SCORES OF 90 FIRST-, SECOND-, AND THIRD-GRADE CHILDREN ON A BATTERY OF TESTS MEASURING READING PERFORMANCE AND THREE TYPES OF VISUAL PERCEPTION TO DETERMINE THE RELATIONSHIP BETWEEN READING AND TYPES OF VISUAL PERCEPTION, AND THE IMPORTANCE OF VISUAL PERCEPTION AS A PREDICTOR OF READING ACHIEVEMENT.

5048 AUKERMAN, R. C. READABILITY OF SECONDARY SCHOOL LITERATURE TEXTBOOKS, A FIRST REPORT. ENGLISH JOURNAL, 1965, 54, 533-40. PRESENTS READABILITY INDICES FOR 66 SECONDARY SCHOOL LITERATURE TEXTBOOKS BASED ON WEIGHTING OF ASSIGNED SCORES FOR SENTENCE LENGTH, SENTENCE COMPLEXITY, INCIDENCE OF VERBALS, INCIDENCE OF WORD-DIFFICULTY, AND INCIDENCE OF ABSTRACT NOUNS.

5049 BALOW, B., AND BLOMQUIST, MARLYS. YOUNG ADULTS TEN TO FIFTEEN YEARS AFTER SEVERE READING DISABILITY. ELEMENTARY SCHOOL JOURNAL, 1965, 66, 44-48. PRESENTS FOLLOW-UP DATA OF 32 MALES, AGES 20 TO 26, WHO WERE DIAGNOSED AS SEVERELY DISABLED READERS DURING THEIR ELEMENTARY SCHOOL YEARS.

5050 BALOW, B., AND CURTIN, J. ABILITY GROUPING OF BRIGHT PUPILS. ELEMENTARY SCHOOL JOURNAL, 1966, 66, 321-26. ACHIEVEMENT SCORES ON TEN BASIC SKILLS WERE OBTAINED FOR FOUR GROUPS TO DETERMINE WHETHER GROUPING BRIGHT PUPILS BY NARROW I.Q. BANDS WOULD REDUCE THE RANGE OF ACHIEVEMENT OVER THAT REPRESENTED BY A HETEROGENEOUS GROUP.

5051 BALOW, B., AND CURTIN, J. READING COMPREHENSION SCORE AS A MEANS OF ESTABLISHING HOMOGENEOUS CLASSES. THE READING TEACHER, 1965, 19, 169-73. TEST FILES OF 150 BRIGHT THIRD-GRADE PUPILS WERE CLASSIFIED INTO ONE HETEROGENEOUS AND THREE HOMOGENEOUS GROUPS ON THE BASIS OF THEIR READING COMPREHENSION SCORES, AND COMPARISONS WERE MADE BETWEEN THEIR SCORES ON OTHER BASIC SKILLS.

5052 BARCLAY, G. L. I/T/A WITH EMOTIONALLY DISTURBED CHILDREN. IN F. B. DAVIS (ED.), MODERN EDUCATIONAL DEVELOPMENTS, ANOTHER LOOK. PROCEEDINGS OF THE EDUCATIONAL RECORDS BUREAU, 1966, 30, 135-46. COMPARES PRE- AND POST-INSTRUCTIONAL SCORES ON A STANDARDIZED TEST BATTERY FOR THREE PAIRS OF GROUPS, COMPRISING 64 EMOTIONALLY DISTURBED INSTITUTIONALIZED BOYS, EQUATED FOR AGE AND I.Q., BUT DIFFERENTIATED ON PSYCHIATRIC DIAGNOSIS. EXPERIMENTAL GROUPS RECEIVED READING INSTRUCTION USING I/T/A, CONTROLS USED TRADITIONAL ORTHOGRAPHY.

5053 BARRETT, T. C. THE RELATIONSHIP BETWEEN MEASURES OF PRE-READING VISUAL DISCRIMINATION AND FIRST GRADE READING ACHIEVEMENT, A REVIEW OF THE LITERATURE. READING RESEARCH QUARTERLY, 1965, 1 (1), 51-76. REVIEWS 27 SELECTED STUDIES ON VISUAL DISCRIMINATION AS A PREDICTOR OF SUCCESS IN LEARNING TO READ. STUDIES ARE PRESENTED IN THREE CATEGORIES - 1) STUDIES DEALING WITH VERBAL VISUAL DISCRIMINATION, 2) STUDIES DEALING WITH NON-VERBAL VISUAL DISCRIMINATION , AND 3) STUDIES THAT COMPARE VERBAL VISUAL WITH NON-VERBAL VISUAL DISCRIMINATION.

5054 BARTON, M. I., GOODGLASS, H., AND SHAI, A. DIFFERENTIAL RECOGNITION OF TACHISTOSCOPICALLY PRESENTED ENGLISH AND HEBREW WORDS IN RIGHT AND LEFT VISUAL FIELDS. PERCEPTUAL AND MOTOR SKILLS, 1965, 21, 431-47. FIFTEEN HEBREW AND 15 ENGLISH WORDS WERE PRINTED VERTICALLY AND PRESENTED TACHISTOSCOPICALLY AND MONOCULARLY TO 20 ISRAELI STUDENTS. THE ENGLISH WORDS WERE ALSO PRESENTED TO 10 AMERICANS. EACH WORD APPEARED ONCE IN THE RIGHT AND LEFT FIELDS FOR EACH EYE. PURPOSE WAS TO DETERMINE WHETHER ALPHABETIC MATERIAL ARRIVING IN THE MAJOR CEREBRAL HEMISPHERE IS MORE READILY IDENTIFIED THAN MATERIAL ARRIVING IN THE HEMISPHERE CONTRALATERAL TO THE LANGUAGE AREAS.

5055 BATEMAN, BARBARA. LEARNING DISORDERS. REVIEW OF EDUCATIONAL RESEARCH, 1966 , 36, 39-19. A REVIEW OF RESEARCH ON LEARNING DISORDERS PRESENTED UNDER EIGHT GENERAL HEADINGS - TERMINOLOGY, SOURCES, OVERVIEWS AND CLASSIFICATIONS, ETIOLOGY, CHARACTERISTICS OF CHILDREN, DIAGNOSTIC TESTING, REMEDIATION, AND ISSUES AND NEEDED RESEARCH. OFFERS 94-ITEM BIBLIOGRAPHY AND 12 ADDITIONAL REFERENCES.

5056 BERKUN, M. M., SWANSON, L. W., AND SAWYER, D. M. AN EXPERIMENT ON HOMOGENEOUS GROUPING FOR READING IN ELEMENTARY CLASSES. JOURNAL OF EDUCATIONAL RESEARCH, 1966, 59, 413-14. FOUR HUNDRED FORTY-ONE THIRD-, FOURTH-, AND FIFTH-GRADE CHILDREN WERE GROUPED HOMOGENEOUSLY BY READING ABILITY AND THEIR READING ACHIEVEMENT, AFTER SEVEN MONTHS, WAS COMPARED WITH 657 CONTROLS WHO WERE HETEROGENEOUSLY GROUPED FOR READING INSTRUCTION.

5057 BLACKMAN, L. S., AND CAPOBIANCO, R. J. AN EVALUATION OF PROGRAMMED INSTRUCTION WITH THE MENTALLY RETARDED UTILIZING TEACHING MACHINES. AMERICAN JOURNAL OF MENTAL DEFICIENCY, 1965, 70, 262-69. COMPARES THE GAINS IN READING AND ARITHMETIC AND THE IN- AND OUT-OF-SCHOOL BEHAVIOR OF AN EXPERIMENTAL GROUP OF 19 MENTALLY RETARDED ADOLESCENTS WHO WERE TAUGHT BY USING A TEACHING MACHINE, AND AN EQUATED CONTROL GROUP OF 17 WHO WERE TAUGHT THE SAME MATERIAL BY TRADITIONAL SPECIAL CLASS TECHNIQUES.

5058 BLAKELY, W. P., AND MCKAY, BEVERLY. INDIVIDUALIZED READING AS PART OF AN ELECTRIC READING PROGRAM. ELEMENTARY ENGLISH, 1966, 43, 214-19. ANALYZES THE RESPONSES OF 111 TEACHERS TO A QUESTIONNAIRE DDESIGNED TO DISCOVER WHAT MEANS ARE BEING USED TO SUPPLEMENT A BASAL READER PROGRAM WITH INDIVIDUALIZED INSTRUCTION IN GRADES FOUR, FIVE, AND SIX.

5059 BLOUNT, N. S. THE EFFECT OF SELECTED JUNIOR NOVELS AND SELECTED ADULT NOVELS ON STUDENT ATTITUDES TOWARD THE 'IDEAL' NOVEL. JOURNAL OF EDUCATIONAL RESEARCH, 1965, 59, 179-82. TWO FORMS OF AN ATTITUDE INSTRUMENT WERE ADMINISTERED TO 159 NINTH- AND TENTH-GRADE STUDENTS, WHO READ EITHER THREE UNIOR OR THREE ADULT NOVELS, TO MEASURE THE STUDENTS' PERCEPTIONS OF THE IDEAL NOVEL AND THE IMPACT OF READING BOTH TYPES OF NOVELS ON THESE PERCEPTIONS.

5060 BLOUNT, N. S. SUMMARY OF INVESTIGATIONS RELATING TO THE ENGLISH LANGUAGE ARTS IN SECONDARY EDUCATION, 1965. ENGLISH JOURNAL, 1966, 55, 591-608. SUMMARIZES 49 RESEARCH STUDIES RELATING TO ENGLISH LANGUAGE ARTS AT ELEMENTARY, SECONDARY, AND COLLEGE LEVELS, ONE SECTION OF WHICH DEALS WITH THE TEACHING OF LITERATURE AND READING.

5061 BORG, W. R. ABILITY GROUPING IN THE PUBLIC SCHOOLS, A FIELD STUDY. JOURNAL OF EXPERIMENTAL EDUCATION, 1965, 34 (2), 1-97. REPORTS THE RESULTS OF A FOUR-YEAR STUDY IN WHICH A BATTERY OF VARIOUS TESTS AND MEASURES WAS ADMINISTERED TO ABOUT 4000 PUPILS IN GRADES FOUR, SIX, SEVEN, EIGHT, AND NINE IN TWO SCHOOL DISTRICTS WHICH EMPLOYED EITHER A RANDOM GROUPING OR AN ABILITY GROUPING SYSTEM.

5062 BORMUTH, J. R. OPTIMUM SAMPLE SIZE AND CLOZE TEST LENGTH IN READABILITY MEASUREMENT. JOURNAL OF EDUCATIONAL MEASUREMENT, 1965, 2, 111-16. REPORTS RESEARCH AIMED AT INCREASING EFFICIENCY OF READABILITY EXPERIMENTS BY OBTAINING ESTIMATES OF THE STANDARD ERRORS OF THE MEANS OF CLOZE TESTS OF VARIOUS LENGTHS WHEN GIVEN TO VARIOUS NUMBERS OF SUBJECTS.

5063 BORMUTH, J. R. READABILITY, A NEW APPROACH. READING RESEARCH QUARTERLY, 1966, 1 (3), 79-132. REPORTS RESULTS OF AN INVESTIGATION OF FIVE PROBLEMS IN DEVELOPING READABILITY FORMULAS. CLOZE TESTS WERE USED TO DETERMINE THE COMPREHENSION DIFFICULTIES OF 20 PASSAGES AND OF EACH WORD, INDEPENDENT CLAUSE AND SENTENCE WITHIN EACH PASSAGE, USING FOURTH THROUGH EIGHTH GRADERS IN ONE ELEMENTARY SCHOOL.

5064 BORMUTH, J. R. VALIDITIES OF GRAMMATICAL AND SEMANTIC CLASSIFICATIONS OF CLOZE TEST SCORES. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 283-86. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 287-90. FIFTY FIFTH- AND SIXTH-GRADE PUPILS RESPONDED TO A CLOZE TEST CONSISTING OF 1040 ITEMS IN 20 PASSAGES AND THEIR RESPONSES WERE CLASSIFIED ACCORDING TO THEIR SEMANTIC AND GRAMMATICAL RELATIONSHIPS TO DELETED WORDS. THE PURPOSE WAS TO DETERMINE WHICH CATEGORIES ARE MOST VALID WHEN CLOZE TESTS ARE USED TO MEASURE READING COMPREHENSION AND PASSAGE DIFFICULTY.

5065 BORMUTH, J. R., AND MACDONALD, O. L. CLOZE TESTS AS A MEASURE OF ABILITY TO DETECT LITERARY STYLE. IN J. A. FIGUREL (ED.), READING AND INQUIRY. REPORTS COEFFICIENTS OF CORRELATION BETWEEN - 1) THE SCORES OBTAINED FROM 126 FEMALE COLLEGE STUDENTS ON CLOZE TESTS ADMINISTERED BEFORE AND AFTER THEY READ THE BOOK FROM WHICH THE CLOZE PASSAGES WERE SELECTED, AND 2) THEIR SCORES ON A TEST OF THE ABILITY TO DETECT THE AUTHOR'S LITERARY STYLE. SIMILAR PROCEDURES WERE REPEATED WITH 109 SUBJECTS USING TESTS OVER ANOTHER AUTHOR'S WORKS.

5066 BOSMA, RUTH L., AND FARROW, V. L. TEACHING READING WITH I/T/A, A RESEARCH REPORT. READING HORIZONS, 1965, 6, 6-19. MATCHED ON SEVERAL VARIABLES, EACH OF TWO GROUPS OF 22 FIRST-GRADE CHILDREN RECEIVED READING INSTRUCTION BY USING EITHER I/T/A OR T.O. AT THE END OF GRADE ONE THE ACHIEVEMENT OF THE TWO GROUPS WAS COMPARED ON A READING TEST.

5067 BOURISSEAU, W., DAVID, O. L., JR., AND YAMAMOTO, K. SENSE IMPRESSION RESPONSES TO DIFFERING PICTORIAL AND VERBAL STIMULI. AV COMMUNICATION REVIEW, 1965, 13, 249-58. A TOTAL OF 661 URBAN STUDENTS FROM GRADES 10, 11, AND 12 WERE ASKED TO RESPOND TO 35 CONCRETE NOUNS PRESENTED EITHER AS PRINTED WORDS, PICTURES, OR PRINT PLUS PICTORIAL MODE, TO DETERMINE WHETHER VERBAL MODE OF PRESENTATION EVOKES MORE SENSE-IMPRESSION ASSOCIATIONS THAN THE PICTORIAL MODE.

5068 BROWN, C. T. THREE STUDIES OF THE LISTENING OF CHILDREN. SPEECH MONOGRAPHS , 1965, 32, 129-38. THREE STUDIES WERE DESIGNED TO INVESTIGATE THE RELATIONSHIPS BETWEEN LISTENING AND VARIOUS VARIABLES. THE THIRD STUDY REPORTS PARTIAL CORRELATIONS AMONG LISTENING, READING, INTELLIGENCE, AND SCHOLASTIC ACHIEVEMENT AS MEASURED BY VARIOUS TESTS ADMINISTERED TO A SAMPLE OF FOURTH-, FIFTH-, AND SIXTH-GRADE CHILDREN.

5069 BRZEINSKI, J. E. EARLY INTRODUCTION TO READING. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965 , 10, 443-46. REPORTS GENERAL FINDINGS OF SOME RECENT INVESTIGATIONS IN AN ATTEMPT TO REVIEW THE ISSUE OF PRE-SCHOOL READING INSTRUCTION, USING TEN REFERENCES.

5070 BUSH, BLANCHE O. TEN-SECOND REVIEWS. READING HORIZONS, 1966, 6, 112-20. BRIEF ABSTRACTS OF 35 SELECTED RECENT ARTICLES AND STUDIES IN DIFFERENT AREAS OF READING.

5071 CALL, R. J., AND WIGGIN, N. A. READING AND MATHEMATICS. MATHEMATICS TEACHER, 1966, 59, 149-57. COMPARES THE SCORES ON AN ALGEBRA TEST ADMINISTERED TO MATCHED PAIRS OF HIGH SCHOOL STUDENTS WHO WERE TAUGHT THE SAME ALBEGRA UNIT BY EITHER A MATHEMATICS TEACHER OR AN ENGLISH TEACHER WITH SOME TRAINING IN READING.

5072 CAMPELL, L. M., AND KNILL, W. D. ABILITY GROUPING AND GRADE NINE ACHIEVEMENT. ALBERTA JOURNAL OF EDUCATIONAL RESEARCH, 1965, 11, 226-32. COMPARES THE ACHIEVEMENT OF A TOTAL OF 724 NINTH-GRADE STUDENTS IN A CANADIAN SCHOOL IN A PERIOD OF EIGHT SCHOOL YEARS UNDER THREE GROUPING CONDITIONS - HOMOGENEOUS IN THE FIRST THREE YEARS, HETEROGENEOUS IN THE SECOND THREE YEARS, AND SUBJECT DURING THE FINAL TWO YEARS.

5073 CAPOBIANCO, R. J. OCULAR-MANUAL LATERALITY AND READING IN ADOLESCENT MENTAL DEFICIENCY, 1966, 70, 781-85. REPORTS INTERCORRELATIONS OF PERFORMANCE ON A BATTERY OF LATERALITY AND READING TESTS ADMINISTERED TO 58 EDUCATIONALLY AND MENTALLY RETARDED ADOLESCENTS, AGES 11.1 TO 16.8.

5074 CARD, W., AND MCDAVID, VIRGINIA. ENGLISH WORDS OF VERY HIGH FREQUENCY. COLLEGE ENGLISH, 1966, 596-604. COMPARISON OF 122 MOST FREQUENTLY USED WORDS IN A RECENT LIST BY MONROE WITH TWO OTHER ADULT AND ONE CHILDREN'S LIST.

5075 CARD, W., AND MCDAVID,VIRGINIA. FREQUENCIES OF STRUCTURE WORDS IN THE WRITING OF CHILDREN AND ADULTS. ELEMENTARY ENGLISH, 1965, 42, 878-82, 894. COMPARES THE RELATIVE FREQUENCY OF STRUCTURE WORDS IN CHILDREN'S WRITING WITH THE FREQUENCY OF THE SAME WORDS IN ADULT WRITING.

5076 CARRITHERS, LURA M. BEGINNING READING PATTERNS AND PRESCHOOL EMOTIONAL PROBLEMS. EDUCATIONAL HORIZONS, 1965, 44, 3-9. REPORTS THE RELATIONSHIPS BETWEEN EMOTIONAL CLASSIFICATIONS GIVEN TO THREE SUCCESSIVE GROUPS TOTALING 61 PRESCHOOL CHILDREN AND THEIR READING SUCCESS, READING PATTERNS, AND ATTITUDES TOWARD READING IN GRADES ONE, TWO, AND THREE AS MEASURED BY TWO READING TESTS AND OBSERVATIONS OF ONE CLASS DURING THREE SUCCESSIVE YEARS.

5077 CAWLEY, J. F. READING PERFORMANCE AMONG THE MENTALLY HANDICAPPED, A PROBLEM IN ASSESSMENT. TRAINING SCHOOL BULLETIN, 1966, 63, 11-16. A READING ACHIEVEMENT TEST AND TWO DIAGNOSTIC READING TESTS WERE GIVEN TO 67 MENTALLY HANDICAPPED CHILDREN. COMPARISONS BETWEEN HIGH AND LOW ACHIEVERS WERE MADE ON THE DIAGNOSTIC READING TESTS AND COEFFICIENTS OF INTERCORRELATION AMONG SUBSCORES OF THE DIAGNOSTIC TESTS WERE COMPUTED.

5078 CAWLEY, J. F., CHAFFIN, J., AND BRUNNING, H. AN EVALUATION OF A JUNIOR HIGH SCHOOL READING IMPROVEMENT PROGRAM. JOURNAL OF READING, 1965, 9, 26-29. TWO GROUPS OF 72 AND 77 SEVENTH-GRADE STUDENTS, WHO WERE READING BELOW THEIR AGE OR GRADE LEVEL, WERE TESTED BEFORE, IMMEDIATELY AFTER, AND FOUR MONTHS AFTER THEY PARTICIPATED IN EITHER ONE OF TWO FIVE-MONTH READING IMPROVEMENT PROGRAMS.

5079 CHALL, JEANNE, AND FELDMANN, SHIRLEY. FIRST GRADE READING, AN ANALYSIS OF THE INTERACTIONS OF PROFESSED METHODS, TEACHER IMPLEMENTATION AND CHILD BACKGROUND. THE READING TEACHER, 1966, 19, 569-75. REPORTS FINDINGS IN AN EXPLORATORY STUDY OF INTERRELATIONS AMONG PUPIL READINESS, METHOD (EITHER DECODING OR MEANING EMPHASIS) AND TEACHER IMPLEMENTATION OF THAT METHOD. FOURTEEN TEACHERS AND THEIR 12 CLASSES WERE SUBJECTS. DATA COLLECTED INCLUDED 43 MEASURES OF PUPIL SKILLS AND 83 MEASURES OF TEACHER CHARACTERISTICS AND READING PRACTICES.

5080 CHARLES, H. A SELECTED DRUG AS DETERMINANT IN THE READING PROCESS. JOURNAL OF THE READING SPECIALIST, 1966, 5, 154-55, 170. AN EXPERIMENTAL GROUP OF 22 CHILDREN AGED 9 TO 13 YEARS HAVING NORMAL INTELLIGENCE AND TESTED READING DEFICIENCIES AND A MATCHED CONTROL GROUP RECEIVED REMEDIAL READING INSTRUCTION FOR 15 WEEKS. EXPERIMENTAL SUBJECTS WERE ADMINISTERED A SELECTED DRUG DURING THIS PERIOD. PRE- AND POST- INSTRUCTIONAL READING ACHIEVEMENT MEASURES WERE ADMINISTERED TO ALL SUBJECTS.

5081 CHU, G. C. CULTURE, PERSONALITY, AND PERSUASIBILITY. SOCIOMETRY, 1966, 29, 169-74. A PERSUASIBILITY TEST AND PERSONALITY MEASURES WERE ADMINISTERED TO 92 MALE AND 90 FEMALE CHINESE HIGH SCHOOL STUDENTS IN TAIWAN. FINDINGS WERE COMPARED TO THOSE FROM A SIMILAR STUDY CONDUCTED EARLIER IN THE UNITED STATES.

5082 CICIRELLI, V. G. FORM OF THE RELATIONSHIP BETWEEN CREATIVITY, IQ, AND ACADEMIC ACHIEVEMENT. JOURNAL OF EDUCATIONAL PSYCHOLOGY, 1965, 56, 303-08. A BATTERY OF INTELLIGENCE, CREATIVITY, READING, ARITHMETIC, AND LANGUAGE TESTS WAS ADMINISTERED TO 609 SIXTH-GRADE PUPILS TO DETERMINE THE EFFECTS OF INTELLIGENCE LEVEL AND CREATIVITY ON ACADEMIC ACHIEVEMENT.

5083 CLARKE, P. PARENTAL SOCIALIZATION VALUES AND CHILDREN'S NEWSPAPER READING. JOURNALISM QUARTERLY, 1965, 42, 539-46. A SELF-ADMINISTERED QUESTIONNAIRE WAS FILLED IN BY EACH OF 445 TENTH-GRADERS WHILE ONE OF HIS PARENTS WAS INTERVIEWED. COEFFICIENTS OF CORRELATIONS WERE REPORTED BETWEEN PARENTAL SOCIALIZATION VALUES AND DIFFERENT ASPECTS OF CHILDREN'S NEWSPAPER EXPOSURE.

5084 CLELAND, D. L. A CONSTRUCT OF COMPREHENSION. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965 , 10, 59-64. REVIEWS VARIOUS DEFINITIONS OF COMPREHENSION, AND PROPOSES A CONSTRUCT OR MODEL WHICH REPRESENTS A BRIEF DESCRIPTION OF THE INTELLECTUAL PROCESSES EMPLOYED AS THE READER BRINGS MEANING TO THE PRINTED PAGE.

5085 CLINE, M., JR. A-V AIDS FOR SPANISH-SPEAKING PUPILS. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 270-71. COMPARES THE SCORES ON READING TESTS GIVEN TO 151 EXPERIMENTAL AND 138 CONTROL SPANISH-ENGLISH SPEAKING CHILDREN, BEFORE AND AFTER THE EXPERIMENTAL GROUP RECEIVED AN AUDIO-VISUAL PROGRAM, CONCENTRATING ON VOCABULARY AND READING COMPREHENSION, DURING THEIR FOURTH AND FIFTH GRADES.

5086 COLEMAN, E. B. LEARNING OF PROSE AS AFFECTED BY EXTRA-EXPERIMENTAL TRANSFER . PSYCHOLOGICAL REPORTS, 1965, 16, 685-90. A TOTAL OF 34 UNDERGRADUATES WERE USED IN TWO EXPERIMENTS INVESTIGATING THE SHORT-TERM RETENTION OF NOUN-IS-ADJECTIVE SENTENCES WHICH HAD DIFFERENT LEVELS OF PRE-EXPERIMENTAL ASSOCIATIVE STRENGTH BETWEEN THE NOUNS AND THE ADJECTIVES.

5087 COLEMAN, E. B. LEARNING OF PROSE WRITTEN IN FOUR GRAMMATICAL TRANSFORMATIONS. JOURNAL OF APPLIED PSYCHOLOGY, 1965, 49, 332-41. REPORTS FOUR EXPERIMENTS COMPARING PAIRS OF GRAMMATICAL TRANSFORMATIONS USING UNDERGRADUATE STUDENTS TO DETERMINE WHETHER COMPLEX SENTENCES ARE STORED IN MEMORY IN THE FORM OF THEIR UNDERLYING KERNEL SENTENCES.

5088 COSTON, PHYLLIS, AND MERZ, W. A TEAM READING PROGRAM FOR RETARDED READERS. ILLINOIS SCHOOL RESEARCH, 1964, 1, 24-27. COMPARES THE READING PERFORMANCE OF 19 EIGHTH-GRADE RETARDED READERS BEFORE AND AFTER THEY RECEIVED A TEN-WEEK REMEDIAL READING PROGRAM.

5089 COULTER, M. L. VERBAL PROBLEM SOLVING IN THE INTERMEDIATE GRADES. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 303-06. COMPARES THE SCORES ON SEVERAL TESTS ADMINISTERED TO 1008 EXPERIMENTAL AND 993 CONTROL CHILDREN IN 78 INTERMEDIATE CLASSROOMS BEFORE AND AFTER THE EXPERIMENTAL CLASSES RECEIVED SPECIAL INSTRUCTION IN SELECTED ARITHMETIC READING SKILLS.

5090 COWEN, E. L., ZAX, M., KLEIN, R., IZZO, L. D., AND TROST, MARY ANN. THE RELATION OF ANXIETY IN SCHOOL CHILDREN TO SCHOOL RECORD, ACHIEVEMENT, AND BEHAVIORAL MEASURES. CHILD DEVELOPMENT, 1965, 36, 685-95. RESPONSES OF TWO INDEPENDENT SAMPLES TOTALING 394 THIRD-GRADE PUPILS ON AN ANXIETY SCALE WERE CORRELATED WITH THEIR PERFORMANCE ON 22 CRITERION MEASURES AMONG WHICH WERE TWO READING TESTS.

5091 CRITCHLOW, D. E. JOHNNY DOES READ BETTER TODAY. MONTANA EDUCATION, 1966, 42, 34. COMPARES THE READING GRADES GIVEN TO 29 UPPER ELEMENTARY-GRADE CHILDREN WITH THE GRADES IN LANGUAGE ARTS GIVEN TO THEIR PARENTS WHEN THEY WERE AT THE LOWER HIGH SCHOOL LEVEL.

5092 CROMER, W., AND WIENER, M. IDIOSYNCRATIC RESPONSE PATTERNS AMONG GOOD AND POOR READERS. JOURNAL OF CONSULTING PSYCHOLOGY, 1966, 30, 1-10. COMPARES PERFORMANCE ON STORY-READING AND CLOZE TASKS (OF DIFFERING TIME-PLACE- PERSON AND AFFECTIVE CONTENT) AND ON WORD-ASSOCIATION AND FIGURAL-DISCRIMINATION TASKS FOR A GROUP OF 24 FIFTH GRADERS SCORING TWO YEARS BELOW AGE-GRADE EXPECTANCY ON A READING ACHIEVEMENT MEASURE VERSUS A MATCHED GROUP SCORING AT GRADE LEVEL.

5093 DALTON, P., GLIESSMAN, D., GUTHRIE, HARRIET, AND REES, G. THE EFFECT OF READING IMPROVEMENT ON ACADEMIC ACHIEVEMENT. JOURNAL OF READING, 1966, 9, 242-52. COMPARES GRADE-POINT AVERAGES AND ACHIEVEMENT IN READING SPEED AND COMPREHENSION OVER THREE COLLEGE SEMESTERS FOR THREE GROUPS EQUATED ON SAT AND READING COMPREHENSION SCORES. DURING FIRST SEMESTER, ONE GROUP RECEIVED A READING IMPROVEMENT COURSE, ONE AN ORIENTATION COURSE, AND ONE NO TREATMENT.

5094 DALY, W. C. THE RELATIONSHIP BETWEEN READING AND ANXIETY IN A GROUP OF MENTAL RETARDATES. TRAINING SCHOOL BULLETIN, 1965, 62, 113-18. REPORTS COEFFICIENTS OF CORRELATION BETWEEN SCORES ON A STANDARDIZED WORD- RECOGNITION TEST AND ON AN ANXIETY MEASURE FOR 68 MALE AND 58 FEMALE EDUCABLE MENTALLY RETARDED ADOLESCENTS.

5095 DARBY, C. A., JR. REFERRED AND SELF-INITIATED STUDENTS IN READING-STUDY PROGRAM. JOURNAL OF READING, 1966, 9, 186-92. COMPARES 91 COLLEGE STUDENTS WHO EITHER SELF-INITIATED OR WERE REFERRED FOR INSTRUCTION ON THE BASES OF - 1) READING ABILITY, 2) STUDY HABITS AND ATTITUDES, 3) AMOUNT OF TIME SPENT IN THE READING LABORATORY, AND 4) THE DEGREE OF ATTRACTION TO THE PROGRAM.

5096 DASBACH, ANITA M. U.S.-SOVIET MAGAZINE PROPAGANDA, AMERICA ILLUSTRATED AND USSR. JOURNALISM QUARTERLY, 1966, 43, 73-84. SAMPLE ISSUES OF USSR AND AMERICA ILLUSTRATED WERE SUBJECTED TO QUANTITATIVE CONTENT ANALYSIS TO DETERMINE MAJOR PROPAGANDA THEMES AND TECHNIQUES AS WELL AS SUBJECT MATTER DURING 1960 AND 1963.

5097 D'AUGUSTINE, C. H. FACTORS RELATING TO ACHIEVEMENT WITH SELECTED TOPICS IN GEOMETRY AND TOPOLOGY. ARITHMETIC TEACHER, 1966, 13, 192-97. INVESTIGATES FACTORS RELATING TO ACHIEVEMENT IN GEOMETRICAL AND TOPOLOGICAL TOPICS TAUGHT BY A PROGRAMMED TEXT. TWO HUNDRED SEVENTY UPPER-ELEMENTARY PUPILS ASSIGNED TO ONE OF THREE EXPERIMENTAL CONDITIONS WERE ADMINISTERED PRE- EXPERIMENTAL MEASURES OF TOPIC MASTERY, READING AND ARITHMETIC ACHIEVEMENT, INTELLIGENCE, AND A POST-EXPERIMENTAL TOPIC MASTERY TEST.

5098 DAVENPORT, J. S., AND SMITH, S. A. EFFECTS OF HYPHENATION, JUSTIFICATION AND TYPE SIZE ON READABILITY. JOURNALISM QUARTERLY, 1965, 42, 382-88. EACH OF EIGHT GROUPS, TOTALING 408 ADULTS, READ FOR 20 MINUTES IN A NEWSPAPER PREPARED IN ONE OF EIGHT TYPOGRAPHICAL FORMATS VARIED BY HYPHENATION, JUSTIFICATION, AND TYPE SIZE. READABILITY SCORES FOR EACH FORMAT WERE BASED ON TOTAL WORDS READ BY EACH SUBJECT, AND ON HIS SCORES ON A TEST OF THE NEWSPAPER CONTENT.

5099 DENNY, T., AND WEINTRAUB, S. FIRST-GRADERS' RESPONSES TO THREE QUESTIONS ABOUT READING. ELEMENTARY SCHOOL JOURNAL, 1966, 66, 441-48. ANALYZES THE RESPONSES OF 111 FIRST-GRADE CHILDREN TO THREE QUESTIONS - DO YOU WANT TO LEARN HOW TO READ. WHY. WHAT MUST YOU DO TO LEARN HOW TO READ.

5100 DEVITO, J. A. COMPREHENSION FACTORS IN ORAL AND WRITTEN DISCOURSE OF SKILLED COMMUNICATORS. SPEECH MONOGRAPHS, 1965, 32, 124-28. THIRTY PAIRS OF ORAL AND WRITTEN SAMPLES OF THE WORK OF TEN SKILLED COMMUNICATORS WERE COMPARED BY USING CLOZE PROCEDURE WITH A TOTAL OF 85 UNDERGRADUATES. OTHER FACTORS MEASURED TO COMPARE THE SAMPLES WERE - VOCABULARY LOAD, SENTENCE STRUCTURE, DENSITY OF IDEAS, AND HUMAN INTEREST.

5101 DEVITO, J. A. PSYCHOGRAMMATICAL FACTORS IN ORAL AND WRITTEN DISCOURSE BY SKILLED COMMUNICATORS. SPEECH MONOGRAPHS, 1966, 33, 73-76. SAMPLES OF ORAL AND WRITTEN DISCOURSE OF TEN SKILLED COMMUNICATORS WERE ANALYZED AND COMPARED IN TERMS OF SIX PSYCHO-GRAMMATICAL FACTORS.

5102 DIAB, L. N. STUDIES IN SOCIAL ATTITUDES, II. SELECTIVITY IN MASS COMMUNICATION MEDIA AS A FUNCTION OF ATTITUDE-MEDIUM DISCREPANCY. JOURNAL OF PSYCHOLOGY, 1965, 67, 297-302. TO DETERMINE WHETHER INDIVIDUALS WITH EXTREME STAND ON AN EGO-INVOLVING ISSUE ARE SELECTIVE IN EXPOSING THEMSELVES TO DIFFERENT KINDS OF MASS MEDIA, 260 UNDERGRADUATE ARAB STUDENTS IN BEIRUT WERE ASKED TO EXPRESS THEIR STAND ON THE ISSUE OF ARAB UNITY AND TO INDICATE THEIR PREFERENCES FOR VARIOUS NEWSPAPERS AND RADIO STATIONS IN THE MIDDLE EAST.

5103 DILLEHAY, R. C., INSKO, C. A., AND SMITH, M. B. LOGICAL CONSISTENCY AND ATTITUDE CHANGE. JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, 1966, 3, 646-54. REPORTS AND INTERPRETS CHANGES IN COGNITIVE CONSISTENCY FOR 82 AND 81 SUBJECTS AT TWO LEVELS OF UNIVERSITY EDUCATION. SUBJECTS RATED PROBABLE TRUTH AND DESIRABILITY OF 48 PROPOSITIONS FORMING 16 SYLLOGISMS, THEN READ PERSUASIVE COMMUNICATIONS DIRECTED AT 4 OF 16 MINOR PREMISES, THEN RERATED TRUTH OF ALL PROPOSITIONS.

5104 DONOHEW, L. DECODER BEHAVIOR ON INCONGRUENT POLITICAL MATERIAL, A PILOT STUDY. JOURNAL OF COMMUNICATION, 1966, 16, 133-42. COMPARES DECODING EFFICIENCY OF POLITICALLY INERT VERSUS ACTIVE STUDENTS, AND OF STRONG PARTISAN SUPPORTERS VERSUS LESS STRONG PARTISANS.

5105 DONOHEW, L., AND THORP, R. K. AN APPROACH TO THE STUDY OF MASS COMMUNICATIONS WITHIN A STATE. JOURNALISM QUARTERLY, 1966, 43, 264-68. REPORTS INTERCORRELATIONS BETWEEN PREDICTOR (DEMOGRAPHIC) VARIABLES AND BETWEEN CRITERION (MEDIA) VARIABLES, AND CORRELATIONS BETWEEN PREDICTOR AND CRITERION VARIABLES FOR ONE STATE. DATA COLLECTED IN A COUNTY-BYCOUNTY SURVEY INCLUDED NEWSPAPER CIRCULATION, RADIO AND TELEVISION OWNERSHIP, LIBRARY CIRCULATION AND INDICES OF EDUCATION AND INCOME.

5106 DOWNING, J., AND JONES, BARBARA. SOME PROBLEMS OF EVALUATING I.T.A., A SECOND EXPERIMENT. EDUCATIONAL RESEARCH, 1966, 8, 100-14. REPORTS THE PRELIMINARY RESULTS OF AN ON-GOING I.T.A. EXPERIMENT IN ENGLAND STARTED IN 1963 WITH 548 EXPERIMENTAL AND 554 CONTROL CHILDREN ENTERING THE INFANT SCHOOL.

ACHIEVEMENT . READING RESEARCH QUARTERLY, 1966, 1 (3), 5-34. REPORTS RELATIONSHIPS BETWEEN SEVEN PRE-READING MEASURES OF AUDITORY DISCRIMINATION AND END-OF-FIRST-GRADE READING ACHIEVEMENT SCORES FOR 331 BOYS AND 301 GIRLS. VARIABLES OF AGE AND I.Q. WERE CONSIDERED IN ANALYSIS OF DATA.

5107 DYKSTRA, R. AUDITORY DISCRIMINATION ABILITIES AND BEGINNING READING 5108EAGLY, ALICE H., AND MANIS, M. EVALUATION OF MESSAGE AND COMMUNICATOR AS A FUNCTION OF INVOLVEMENT. JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, 1966, 3, 483-85. ANALYZES THE EVALUATIVE RESPONSES OF 124 NINTH-GRADE STUDENTS TO TWO PERSUASIVE MESSAGES CONSTRUCTED TO BE INVOLVING AND UNINVOLVING FOR THEM. THE PURPOSE WAS TO INVESTIGATE THE EFFECTS OF EGO-INVOLVEMENT ON THE INDIVIDUAL'S EVALUATION OF THE MESSAGE AND THE COMMUNICATOR.

5109 EATON, E. J. THE RELATIONSHIP OF THREE FACTORS IN PRINTED MATERIALS TO STUDENT ACHIEVEMENT. JOURNAL OF RESEARCH IN SCIENCE TEACHING, 1966, 4, 28-36. COMPARES POST-INSTRUCTIONAL MASTERY AND ATTITUDE MEASURES FOR SEVEN GROUPS OF FIVE SIXTH-GRADE CLASSES, COMPRISING 889 PUPILS, WHO WERE TAUGHT AN ASTRONOMY UNIT USING EITHER A TEXTBOOK CHAPTER OR ONE OF SIX REVISIONS REFLECTING DIFFERING EMPHASES ON QUESTIONS, ACTIVITIES, AND INCONGRUITIES.

5110 EDELSTEIN, A. S., AND CONTRIS, J. J. THE PUBLIC VIEW OF THE WEEKLY NEWSPAPER'S LEADERSHIP ROLE. JOURNALISM QUARTERLY, 1966, 43, 17-24. COMPARES INTERVIEW DATA ON ATTITUDES FROM A STRATIFIED SAMPLE OF 208 INHABITANTS OF A SMALL CITY AND ITS ENVIRONS WITH DATA FROM AN EARLIER STUDY OF ATTITUDES OF ELITE MEMBERS OF THE COMMUNITY TOWARD THE LEADERSHIP ROLE AND PERFORMANCE OF THE WEEKLY NEWSPAPER.

5111 ELKIND, D., HORN, J., AND SCHNEIDER, GERRIE. MODIFIED WORD RECOGNITION, READING ACHIEVEMENT AND PERCEPTUAL DE-CENTRATION. JOURNAL OF GENETIC PSYCHOLOGY, 1965, 107, 235-51. REPORTS RELATIONSHIP OF RECOGNITION OF MODIFIED WORDS (HAVING LETTERS IN AN UNUSUAL ORDER OR SPATIAL ORIENTATION) TO MEASURES OF READING ACHIEVEMENT AND PERCEPTUAL DE-CENTRATION AMONG CHILDREN IN GRADES TWO THROUGH SIX.

5112 ELLSON, D. G., BARBER, L., ENGLE, T. L., AND KAMPWERTH, L. PROGRAMMED TUTORING, A TEACHING AID AND A RESEARCH TOOL. READING RESEARCH QUARTERLY, 1965 , 1 (1), 77-127. A PROGRESS REPORT SUMMARIZING THE PROCEDURES AND RESULTS OF TEN EXPERIMENTS CARRIED OUT WITH A TOTAL OF 400 KINDERGARTEN AND FIRST-GRADE CHILDREN WITH WHOM THE TECHNIQUE OF PROGRAMED TUTORING WAS APPLIED TO THE TEACHING OF BEGINNING READING. SUBJECTS INCLUDED RETARDED CHILDREN, SLOW READERS, AND UNSELECTED POPULATIONS OF CHILDREN.

5113 EVANS, J. L. TEACHING MACHINES AND PROGRAMED INSTRUCTION. TEACHING READING BY MACHINE, A CASE HISTORY IN EARLY READING BEHAVIOR. AV COMMUNICATION REVIEW, 1965, 13, 303-08. A LONGITUDINAL CASE-STUDY DESCRIBING THE PROGRESS IN READING ACHIEVEMENT OF A GIRL WHO STARTED LEARNING TO READ AT THE OF THREE YEARS BY THE USE OF A TEACHING MACHINE.

5114 EVANS, J. W. THE EFFECT OF PUPIL MOBILITY UPON ACADEMIC ACHIEVEMENT. NATIONAL ELEMENTARY PRINCIPAL, 1966, 45, 18-22. COMPARES LEVEL OF ACHIEVEMENT AS MEASURED BY WEIGHTED LETTER-GRADES IN SOCIAL STUDIES, SCIENCE, READING, AND ARITHMETIC FOR TWO GROUPS OF FIFTH- AND SIXTH-GRADERS APPROXIMATELY EQUATED ON INTELLIGENCE MEASURES. GROUPS INCLUDED 97 PUPILS DESIGNATED AS EITHER MOBILE (HAVING MOVED FROM SCHOOL TO SCHOOL) OR NON-MOBILE.

5115 FARACE, R. V. A STUDY OF MASS COMMUNICATION AND NATIONAL DEVELOPMENT. JOURNALISM QUARTERLY, 1966, 43, 305-13. EXPLORES THE RELATIONSHIPS OF 54 VARIABLES (INCLUDING 12 INDICES OF MASS MEDIA DEVELOPMENT) TO NATIONAL DEVELOPMENT IN 109 COUNTRIES.

5116 FAWCETT, ANNABEL E. TRAINING IN LISTENING. ELEMENTARY ENGLISH, 1966, 43, 473-76, 514. AN EXPERIMENT WITH 322 EXPERIMENTAL AND 316 CONTROL INTERMEDIATE-GRADE PUPILS TO DETERMINE GAINS IN LISTENING AFTER 14 WEEKS OF DIRECT INSTRUCTION AND TO DETERMINE THE RELATIONSHIP OF LISTENING TEST SCORES TO SELECTED VARIABLES INCLUDING READING.

5117 FELDMANN, SHIRLEY. PREDICTING EARLY SUCCESS. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 408-10. REPORTS THE PREDICTIVE VALIDITY OF THE PROGNOSIS READING TEST WHICH WAS ADMINISTERED TO ABOUT 300 CHILDREN, FROM URBAN AND SUBURBAN COMMUNITIES, AT THE BEGINNING OF THEIR FIRST-GRADE YEAR. THE CRITERION WAS A READING ACHIEVEMENT TEST ADMINISTERED IN JUNE OF THE SAME YEAR.

5118 FLOWER, R. M., VIEHWEG, R., AND RUZICKA, W. R. THE COMMUNICATIVE DISORDERS OF CHILDREN WITH KERNICTERIC ATHETOSIS, II. PROBLEMS IN LANGUAGE COMPREHENSION AND USE. JOURNAL OF SPEECH AND HEARING DISORDERS, 1966, 31, 60-68. COMPARES THE PERFORMANCE ON VARIOUS TESTS OF VOCABULARY, VERBAL REASONING, VERBAL LEARNING, AND READING, AS WELL AS PARENTAL IMPRESSIONS OF SPEECH AND LANGUAGE DEVELOPMENT OF THREE GROUPS OF 15 PATIENTS EACH, AGES 8-18, WHO WERE MENTALLY RETARDED WITH OR WITHOUT NEUROLOGIC DEFICITS AND HEARING LOSS.

5119 FOWLER, A. A STUDY OF PROCESS AND METHOD IN THREE-YEAR-OLD TWINS AND TRIPLETS LEARNING TO READ. GENETIC PSYCHOLOGY MONOGRAPHS, 1965, 72, 3-89. DESCRIBES AND REPORTS THE RESULTS OF A THREE- TO FIVE-MONTH READING PROGRAM FURNISHED TO SIX THREE-YEAR-OLD CHILDREN (ONE MEMBER OF EACH OF THREE PAIRS OF TWINS, TWO MEMBERS OF A SET OF TRIPLETS, AND THE INVESTIGATOR'S DAUGHTER). THE OTHER MEMBERS OF THE TWINS AND THE TRIPLETS WERE USED AS CONTROLS.

5120 FROST, B. P. INTELLIGENCE, MANIFEST ANXIETY AND SCHOLASTIC ACHIEVEMENT. ALBERTA JOURNAL OF EDUCATIONAL RESEARCH, 1965, 11, 167-75. A BATTERY OF INTELLIGENCE, MANIFEST ANXIETY, AND READING AND ARITHMETIC ACHIEVEMENT TESTS WERE GIVEN TO 55 FOURTH-GRADE AND 113 SIXTH-GRADE CHILDREN TO DETERMINE THE RELATIONSHIP BETWEEN ANXIETY, I.Q., AND SCHOLASTIC ACHIEVEMENT SCORES.

5121 FRY, E. B. FIRST GRADE READING INSTRUCTION USING DIACRITICAL SYSTEM. THE READING TEACHER, 1966, 19, 666-69. FIRST-GRADE PUPILS IN 21 CLASSES WERE TAUGHT BEGINNING READING BY USING ONE OF THREE SYSTEMS, AND A COMPARISON WAS MADE BETWEEN THEIR SCORES ON INTELLIGENCE, READINESS, AND READING ACHIEVEMENT TESTS ADMINISTERED TO THEM BEFORE AND AFTER 140 DAYS OF READING INSTRUCTION.

5122 FURR, ONETA R. THE EFFECTIVENESS OF A COLLEGE COURSE IN THE TEACHING OF READING. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 370-72. PRESENTS RESULTS OF A QUESTIONNAIRE SURVEY OF SIXTY ELEMENTARY AND JUNIOR-HIGH TEACHERS WHO WERE ASKED TO APPRAISE ADEQUACY OF A FOUNDATION COURSE IN READING WHICH THEY HAD DURING THEIR PRE-SERVICE TRAINING IN COLLEGE.

5123 GAGON, G. S. MODERN RESEARCH AND WORD PERCEPTION. EDUCATION. 1966, 86, 464-72. SUMMARIZES AND EVALUATES SELECTED RESEARCH ON VARIOUS ASPECTS OF WORD PERCEPTION.

5124 GALLANT, RUTH. USE OF CLOZE TESTS AS A MEASURE OF READABILITY IN THE PRIMARY GRADES. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 286-87. COMPARES THE PERFORMANCE OF 273 PUPILS IN GRADES ONE TO THREE ON ONE SECTION OF A READING TEST AND THEIR PERFORMANCE ON THE SAME SECTION OF A COMPARABLE FORM WRITTEN AS A CLOZE TEST. COMPARISON WAS ALSO MADE ON THE CLOZE TEST PERFORMANCE OF THE SAME PUPILS ON TWO SETS OF PASSAGES EQUATED ON DIFFERENT VARIABLES BUT DIFFERING IN SENTENCE LENGTH.

5125 GIFFORD, EDITH M., AND MARSON, A. R. TEST ANXIETY, READING RATE, AND TASK EXPERIENCE. JOURNAL OF EDUCATIONAL RESEARCH, 1966, 59, 303-06. ANALYZES THE PERFORMANCE OF 31 FOURTH-GRADE PUPILS ON AN EXPERIMENTAL READING RATE TEST TO DETERMINE THE EFFECTS OF THREE EXPERIMENTAL VARIABLES ON READING RATES - 1) LEVEL OF ANXIETY, 2) PRE-TEST EXPERIENCE, AND 3) ASSIGNED PURPOSE FOR READING.

5126 GOLD, D., AND SIMMONS, J. NEWS SELECTION PATTERNS AMONG IOWA DAILIES. PUBLIC OPINION QUARTERLY, 1965, 29, 425-30. PRESENTS RANK ORDER OF FREQUENCY OF EACH OF 13 DIFFERENT TYPES OF WIRE SERVICE NEWS STORIES APPEARING IN 24 IOWA EVENING DAILIES DURING A 10-DAY SAMPLE FROM A FIVE-WEEK PERIOD AND COMPARES PER CENT OF TOTAL WIRE STORIES WITH PER CENT OF EACH TYPE OF STORY USED BY EACH PAPER.

5127 GOLDHOR, H., AND MCCROSSAN, J. AN EXPLORATORY STUDY OF THE EFFECT OF A PUBLIC LIBRARY SUMMER READING CLUB ON READING SKILLS. LIBRARY QUARTERLY, 1966, 36, 14-24. COMPARES THE SPRING AND FALL PERFORMANCE ON A READING TEST ADMINISTERED TO 135 CHILDREN WHO COMPLETED REQUIREMENTS OF A PUBLIC LIBRARY SUMMER READING CLUB WITH THE PERFORMANCE OF A CONTROL GROUP OF 1583 WHO DID NOT BELONG TO THE CLUB.

5128 GOMBERG, ADELINE W. THE LIGHTHOUSE DAY CAMP READING EXPERIMENT WITH DISADVANTAGED CHILDREN. THE READING TEACHER, 1966, 19, 243-46, 252. REPORTS RESULTS OF READING READINESS, LANGUAGE DEVELOPMENT AND READING ACTIVITIES CARRIED ON IN A SIX-WEEK DAY CAMP FOR 108 CHILDREN RANGING FROM PRE-SCHOOL TO AGE 11.

5129 GOODMAN, K. S. A LINGUISTIC STUDY OF CUES AND MISCUES IN READING. ELEMENTARY ENGLISH, 1965, 42, 639-43. EACH OF 100 CHILDREN FROM GRADES ONE TO THREE READ ORALLY A LIST OF WORDS TAKEN FROM A STORY COMPARABLE TO HIS READING LEVEL, AND THEN READ THE STORY ITSELF, LATER, READING ERRORS IN BOTH SITUATIONS WERE COUNTED AND COMPARED TO DISCOVER THE EFFECTS OF CONTEXT ON RECOGNITION AND TO DETERMINE THE CAUSES OF REPETITIONS IN ORAL READING.

5130 GREENBERG, JUDITH W., GERVER, JOAN M., CHALL, JEANNE, AND DAVIDSON, HELEN. ATTITUDES OF CHILDREN FROM A DEPRIVED ENVIRONMENT TOWARD ACHIEVEMENT-RELATED CONCEPTS. JOURNAL OF EDUCATIONAL RESEARCH, 1965, 59, 57-62. ATTITUDES TOWARD 13 CONCEPTS WERE RATED ON EIGHT THREE-POINT ADJECTIVE SCALES FOR 115 FOURTH-GRADE CHILDREN CLASSIFIED AS GOOD, AVERAGE, AND POOR ACHIEVERS WHO CAME FROM A SEVERELY DEPRESSED URBAN AREA.

5131 GREENE, F. P. MODIFICATION OF THE CLOZE PROCEDURE AND CHANGES IN READING TEST PERFORMANCES. JOURNAL OF EDUCATIONAL MEASUREMENT, 1965, 2, 213-17. REPORTS THE EFFECTS ON READING COMPREHENSION OF A MODIFICATION OF STANDARD CLOZE PROCEDURE. COLLEGE STUDENT GROUPS, ROUGHLY EQUATED FOR READING ABILITY, WERE ADMINISTERED VARYING FORMS OF A 600-WORD PASSAGE MUTILATED BY STANDARD CLOZE PROCEDURES OR BY DELETION OF AN EQUAL NUMBER OF SELECTED CONTENT OR FUNCTION WORDS.

5132 GROTBERG, EDITH H. LEARNING DISABILITIES AND REMEDIATION IN DISADVANTAGED CHILDREN. REVIEW OF EDUCATIONAL RESEARCH, 1965, 35, 413-425. OFFERS A 57-ITEM BIBLIOGRAPHY IN A CRITICAL REVIEW OF RESEARCH ON THE LEARNING DISABILITIES OF DISADVANTAGED CHILDREN AND THE DIFFERENT PROGRAMS DESIGNED FOR THEIR REMEDIATION.

5133 GRUBER, LESLIE, AND STEER, M. D. AUDITORY PERCEPTUAL ABILITIES IF INSTITUTIONALIZED MENTALLY RETARDED CHILDREN. AMERICAN JOURNAL OF MENTAL DEFICIENCY, 1965, 70, 287-90. PERFORMANCE ON FIVE SELECTED AUDITORY PERCEPTUAL TESTS WERE COMPARED FOR 37 INSTITUTIONALIZED MENTALLY RETARDED CHILDREN (AGES 9-18) WHO WERE SUBDIVIDED ACCORDING TO SEX, ETIOLOGICAL CLASSIFICATION, AND ARTICULATION PROFICIENCY.

5134 GUMENIK, W. E., AND SPENCER, T. VERBAL REPETITION AND CHANGES IN MEANING OF SYNONYMS, SATIATION OR SET, JOURNAL OF VERBAL LEARNING AND VERBAL BEHAVIOR, 1965, 4, 286-90. COMPARES THE ASSOCIATIVE RESPONSES OF FOUR GROUPS TOTALING 144 COLLEGE STUDENTS TO EACH OF FOUR TEST WORDS PRESENTED UNDER FOUR DIFFERENT VERBAL REPETITION CONDITIONS - THE REPEATED WORD BEING THE TEST WORD ITSELF, A HIGH-RELATED SYNONYM, A LOW-RELATED SYNONYM, OR A CONTROL WORD DIFFERENT IN MEANING.

5135 GUNDERSON, DORIS V. READING READINESS, FACT AND FANCY. JOURNAL OF THE READING SPECIALIST, 1965, 5, 1-8, 11. REVIEWS RECENT RESEARCH AND CURRENT OPINION RELATED TO DIFFERENT ASPECTS OF READING READINESS. CONTAINS 14-ITEM BIBLIOGRAPHY.

5136 GURNEY, D. THE EFFECT OF AN INDIVIDUAL READING PROGRAM ON READING LEVEL AND ATTITUDE TOWARD READING. THE READING TEACHER, 1966, 19, 277-80. TWO GROUPS OF FOURTH-GRADE PUPILS WERE MATCHED AND THEIR SCORES ON A READING ACHIEVEMENT TEST AND A READING ATTITUDE SURVEY WERE COMPARED AFTER THE EXPERIMENTAL GROUP RECEIVED AN INDIVIDUALIZED READING PROGRAM FOR 14 WEEKS.

5137 GURREN, LOUISE, AND HUGHES, ANN. THE CLELAND-MILLER STUDY ON PHONICS. ELEMENTARY SCHOOL JOURNAL, 1965, 66, 87-91. PRESENTS A DIFFERENT STATISTICAL TREATMENT OF DATA COLLECTED IN A PREVIOUS STUDY COMPARING THE READING AND SPELLING ACHIEVEMENT OF TWO GROUPS, EACH INCLUDING 112 FIRST-GRADE CHILDREN, ONE OF WHICH USED AN ANALYTIC PHONIC APPROACH AND THE OTHER A SYNTHETIC APPROACH TO READING INSTRUCTION.

5138 HAFNER, L. E. A ONE-MONTH EXPERIMENT IN TEACHING CONTEXT AIDS IN FIFTH GRADE. JOURNAL OF EDUCATIONAL RESEARCH, 1965, 58, 472-74. ONE EXPERIMENTAL AND TWO CONTROL GROUPS TOTALING 75 FIFTH-GRADE CHILDREN WERE ADMINISTERED TWO READING TESTS BEFORE AND AFTER A ONE-MONTH PROGRAM IN THE USE OF CONTEXT AIDS.

5139 HAGIN, ROSA A., SILVER, A. A., AND HERSH, MARILYN. SPECIFIC READING DISABILITY, TEACHING BY STIMULATION OF DEFICIT PERCEPTUAL AREAS. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 368-70. COMPARES PRE- AND POST-TEST SCORES ON A BATTERY OF PERCEPTUAL AND READING TESTS FOR 40 BOYS, AGES 8-11 YEARS, WITH READING PROBLEMS. SUBJECTS WERE PAIRED ON SEVERAL VARIABLES AND ASSIGNED TO EITHER AN EXPERIMENTAL GROUP RECEIVING SIX MONTHS OF TRAINING IN PERCEPTUAL STIMULATION OR A CONTROL GROUP RECEIVING CONVENTIONAL READING INSTRUCTION DURING THE SAME PERIOD.

5140 HAHN, H. T. THREE APPROACHES TO BEGINNING READING INSTRUCTION -- ITA, LANGUAGE ARTS, AND BASIC READERS. THE READING TEACHER, 1966, 19, 590-94. THIRTY-SIX FIRST-GRADE CLASSES WERE ASSIGNED TO EITHER A LANGUAGES EXPERIENCE PLAY USING ITA, A LANGUAGE EXPERIENCE PLAN USING TO, OR A BASIC READING SERIES. PERFORMANCE ON ATTITUDE AND ACHIEVEMENT TESTS IS REPORTED.

5141 HALE, O. J. THE CAPTIVE PRESS IN THE THIRD REICH. PRINCETON, NEW JERSEY, PRINCETON UNIVERSITY PRESS, 1964. A HISTORICAL STUDY OF THE PRESS AND THE PUBLISHING INDUSTRY IN GERMANY UNDER THE NAZI REGIME.

5142 HANSON, IRENE W. FIRST GRADE CHILDREN WORK WITH VARIANT WORD ENDINGS. THE READING TEACHER, 1966, 19, 505-07, 511. COMPARES THE PERFORMANCE OF 554 CHILDREN IN 13 EXPERIMENTAL AND 13 CONTROL FIRST-GRADE CLASSES ON A READING TEST AND A VARIANT WORD ENDINGS TEST ADMINISTERED BEFORE AND AFTER THE EXPERIMENTAL GROUP RECEIVED A FOUR-WEEK PERIOD OF INSTRUCTION IN GENERALIZATIO NS CONCERNING VARIANT WORD ENDINGS.

5143 HAROOTUNIAN, B. INTELLECTUAL ABILITIES AND READING ACHIEVEMENT. ELEMENTARY SCHOOL JOURNAL, 1966, 66, 386-92. REPORTS COEFFICIENTS OF CORRELATION BETWEEN SCORES ON 15 TESTS, MEASURING SEVEN INTELLECTUAL ABILITIES, SUGGESTED BY GUILFORD'S STRUCTURE OF INTELLECT, AND EITHER ONE OF TWO READING TESTS OBTAINED FOR 513 SEVENTH- AND EIGHTH-GRADE STUDENTS.

5144 HARRIS, A. J., AND SERWER, BLANCHE L. COMPARING READING APPROACHES IN FIRST GRADE TEACHING WITH DISADVANTAGED CHILDREN. THE READING TEACHER, 1966, 19, 631-42. REPORTS RESULTS OF AN EXPERIMENT WITH 1146 SUBJECTS DESIGNED TO COMPARE RELATIVE EFFECTIVENESS OF A SKILLS-CENTERED VERSUS A LANGUAGE-EXPERIENCE APPROACH TO BEGINNING READING, EACH APPROACH BEING TRIED WITH TWO METHOD VARIATIONS.

5145 HARRIS, T. L., OTTO, W., AND BARRETT, T. C. SUMMARY AND REVIEW OF INVESTIGATIONS RELATING TO READING JULY 1, 1964 TO JUNE 30, 1965. JOURNAL OF EDUCATIONAL RESEARCH, 1966, 59, 243-68. REVIEWS 115 STUDIES PERTAINING TO READING UNDER FOUR MAJOR DIVISIONS - SOCIOLOGY OF READING, PSYCHOLOGY OF READING, PHYSIOLOGY OF READING, AND TEACHING OF READING.

5146 HASKINS, J. B. HEADLINE-AND-LEAD SCANNING VS. WHOLE-ITEM READING IN NEWSPAPER CONTENT ANALYSIS. JOURNALISM QUARTERLY, 1966, 43, 333-35. INVESTIGATED THE ACCURACY OF HEADLINE-AND-LEAD ITEMS IN REFLECTING FOREIGN- AFFAIRS CONTENT OF NEWSPAPERS. EVERY WORD FROM 121 ISSUES OF 12 DIFFERENT NEWSPAPERS WAS READ AND A COUNT KEPT OF FOREIGN AFFAIRS ITEMS FOUND IN HEADLINE-AND-LEAD AND IN THE REST OF THE ITEM.

5147 HAUGH, O. M., AND CONDON, EDWYNA F. STUDIES OF THE LANGUAGE ARTS IN GRADES 7-13 AT THE UNIVERSITY OF KANSAS. KANSAS STUDIES IN EDUCATION, 1966, 16, 1-48. BRIEF SUMMARIES OF 52 MASTER'S AND DOCTOR'S THESES PERTAINING TO THE LANGUAGE ARTS. CLASSIFIED UNDER EIGHT CATEGORIES AMONG WHICH ARE READABILITY AND READING.

5148 HAUSDORFF, H., AND FARR, S. D. THE EFFECT OF GRADING PRACTICES ON THE MARKS OF GIFTED SIXTH GRADE CHILDREN. JOURNAL OF EDUCATIONAL RESEARCH, 1965, 59, 169-72. COMPARES RELATIONSHIP OF DUAL AND SINGLE MARKING SYSTEMS, AND OF HOMOGENEOUS AND HETEROGENOUS GROUPING, TO MARKS AND TO ACHIEVEMENT IN FIVE SCHOOL SUBJECTS FOR 222 INTELLECTUALLY SUPERIOR SIXTH GRADERS IN SEVEN SCHOOL DISTRICTS.

5149 HAYES, R. B. ITA AND THREE OTHER APPROACHES TO READING IN FIRST GRADE. THE READING TEACHER, 1966, 19, 627-30. REPORTS PERFORMANCE ON A BATTERY OF READINESS, INTELLIGENCE, ACHIEVEMENT, READING ATTITUDES, AND INDIVIDUAL READING TESTS ADMINISTERED TO 365 FIRST GRADERS IN 19 CLASSES RANDOMLY ASSIGNED TO ONE OF FOUR BEGINNING READING INSTRUCTIONAL PLANS.

5150 HEILMAN, A. W. EFFECTS OF AN INTENSIVE IN-SERVICE PROGRAM ON TEACHER CLASSROOM BEHAVIOR AND PUPIL ACHIEVEMENT. THE READING TEACHER, 1966, 19, 622-26. COMPARES FIRST-GRADE READING ACHIEVEMENT, AS MEASURED BY A STANDARDIZED TEST BATTERY, OF 14 CLASSES WHOSE TEACHERS PARTICIPATED IN A 32-WEEK IN-SERVICE PROGRAM WITH ACHIEVEMENT OF CLASSES WHOSE TEACHERS DID NOT RECEIVE IN-SERVICE TRAINING. REPORTS FINDINGS FROM INFORMAL MEASURES OF CLASSROOM BEHAVIOR ADMINISTERED TO EXPERIMENTAL TEACHERS.

5151 HEITZMAN, J. J., AND BLOOMER, R. THE NEED FOR SPECIAL REMEDIAL TEACHERS. JOURNAL OF READING, 1965, 9, 30-33. SIXTY-NINE SUPERINTENDENTS IN NEW YORK STATE REPLIED TO A QUESTIONNAIRE TO PROJECT THE NUMBER OF REMEDIAL TEACHERS NEEDED IN THEIR DISTRICTS IN THE NEXT FIVE YEARS, AND TO DETERMINE THE COURSES THEY CONSIDER TO BE ESSENTIAL FOR TRAINING REMEDIAL READING TEACHERS AND READING CONSULTANTS.

5152 HENDERSON, H. H. A STUDY OF INDIVIDUALLY FORMULATED PURPOSES FOR READING. JOURNAL OF EDUCATIONAL RESEARCH, 1965, 58, 438-41. REPORTS THE RELATIONSHIP BETWEEN READING ACHIEVEMENT, PURPOSE SETTING, PURPOSE ATTAINMENT, AND COMPREHENSION OF 24 GOOD AND 24 POOR FIFTH-GRADE READERS WHO READ, INDIVIDUALLY, FOUR STORIES WITH DIFFERENT METHODS OF PURPOSE SETTING. RATING SCALES WERE DEVELOPED TO MEASURE PURPOSE SETTING ACHIEVEMENT AND PURPOSE ATTAINMENT.

5153 HENDERSON, E. H., LONG, BARBARA H., AND ZILLER, R. C. SELF-SOCIAL CONSTRUCTS OF ACHIEVING AND NONACHIEVING READERS. THE READING TEACHER, 1965, 19, 114-18. COMPARES THE PERFORMANCE OF 48 ACHIEVING AND 48 NON-ACHIEVING READERS, AGES 7-14, ON FOUR EXPERIMENTAL TASKS, ASSUMED TO MEASURE THREE PERSONALITY COMPONENTS - DIFFERENTIATION, ESTEEM, AND INDIVIDUALISM.

5154 HILLERICH, R. L. AN INTERPRETATION OF RESEARCH IN READING READINESS. ELEMENTARY ENGLISH, 1966, 43, 359-64, 372. A CRITICAL SYNTHESIS OF RECENT RESEARCH FINDINGS ON READING READINESS AND EARLY READING INSTRUCTION. SUGGESTS SOME GUIDELINES FOR FUTURE RESEARCH AND OFFERS 17-ITEM BIBLIOGRAPHY.

5155 HILLERICH, R. L. STUDIES IN READING READINESS. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 47-49. REVIEWS SOME RECENT STUDIES ON READING READINESS, IN AN ATTEMPT TO REACH SOME CONCLUSIONS AND SUGGEST SOME GUIDELINES FOR RESEARCH IN THIS AREA. INCLUDES 16-ITEM BIBLIOGRAPHY.

5156 HIVELY, W. A FRAMEWORK FOR THE ANALYSIS OF ELEMENTARY READING BEHAVIOR. AMERICAN EDUCATIONAL RESEARCH JOURNAL, 1966, 3, 89-103. PRESENTS A CLASSIFICATORY SCHEME IN WHICH ELEMENTARY READING BEHAVIOR IS BROKEN DOWN INTO CATEGORIES OF INTERRELATED VERBAL AND NON-VERBAL STIMULI AND RESPONSES.

5157 HOLLINGSWORTH, P.7. READING IMPROVEMENT FOR WOMEN AND MEN IN INDUSTRY. JOURNAL OF READING, 1966, 9, 254-55, 262. COMPARES PRE- AND POST-INSTRUCTIONAL SCORES ON MEASURES OF RATE, COMPREHENSION AND EYE-MOVEMENTS FOR 180 INDUSTRIAL WORKERS WHO RECEIVED A READING IMPROVEMENT COURSE DURING 16 WEEKS.

5158 HOLLINGSWORTH, P. M. SO THEY LISTENED, THE EFFECTS OF LISTENING PROGRAM. JOURNAL OF COMMUNICATION, 1965, 15, 14-16. COMPARES THE PERFORMANCE OF 14 EXPERIMENTAL AND 14 CONTROL FIFTH-GRADE PUPILS ON READING ACHIEVEMENT, LISTENING COMPREHENSION, AND STUDY SKILLS TESTS, AFTER THE EXPERIMENTAL GROUP RECEIVED A TEN-WEEK LISTENING PROGRAM.

5159 HOLMES, J. A. BASIC ASSUMPTIONS UNDERLYING THE SUBSTRATAFACTOR THEORY. READING RESEARCH QUARTERLY, 1965, 1 (1), 5-28. PRESENTS THE HISTORICAL BACKGROUND, THE STATISTICAL MODEL, AND THE BASIC ASSUMPTIONS OF THE SUBSTRATA-FACTOR THEORY. A MODEL OF THE SUBSTRATA FACTORS UNDERLYING POWER OF READING AT THE HIGH SCHOOL LEVEL WAS PRESENTED AS AN EXAMPLE OF THE THEORY APPLICATION.

5160 HOMZE, ALMA. INTERPERSONAL RELATIONS IN CHILDREN'S LITERATURE 1920-1960. ELEMENTARY ENGLISH, 1966, 43, 26-28, 52. REPORTS FINDINGS CONCERNING INTERPERSONAL BEHAVIOR AS PORTRAYED IN 78 REALISTIC JUVENILE TRADE BOOKS SELECTED FROM PUBLICATIONS DURING 1920-1960 AND SUBJECTED TO CONTENT ANALYSIS.

5161 HOPKINS, K. D., OLDRIDGE, O. A., AND WILLIAMSON, M. L. AN EMPIRICAL COMPARISON OF PUPIL ACHIEVEMENT AND OTHER VARIABLES IN GRADED AND UNGRADED CLASSES. AMERICAN EDUCATIONAL RESEARCH JOURNAL, 1965, 2, 207-15. COMPARES THE READING ACHIEVEMENT OF TWO GROUPS TOTALING 230 PRIMARY-GRADE PUPILS AFTER THEY HAD THREE YEARS' EXPERIENCE IN EITHER GRADED OR NON-GRADED CLASSES. IN ADDITION, TEACHERS' EVALUATIONS, SOCIOMETRIC PATTERNS, AND PUPILS' ATTENDANCE IN BOTH PROGRAMS WERE ALSO COMPARED.

5162 HUGHES, MARIE M., AND WILLIS, P. PERSONAL READING, A STUDY OF A SEVENTH GRADE. IN M. P. DOUGLASS (ED.), ON BECOMING A READER. PROCEEDINGS OF THE CLAREMONT READING CONFERENCE, 1965, 29, 90-101. COMPARES PERSONAL READING HABITS AND ATTITUDES, HOME BACKGROUNDS AND SCHOOL HISTORIES OF TWO GROUPS OF 58 SEVENTH GRADERS READING TWO OR MORE YEARS ABOVE GRADE LEVEL. ONE GROUP CONTAINED PUPILS IDENTIFIED ON VARIOUS MEASURES AS EXTENDED READERS, THE OTHER CONTAINED PUPILS NOT IDENTIFIED AS READING WIDELY.

5163 IBEN, I. THE GERMANIC PRESS OF EUROPE, AN AID TO RESEARCH. MUNSTER, VERLAG C. J. FAHLE, 1965. HISTORICAL STUDY INVOLVING AN ANALYSIS OF NEWSPAPERS FOR SEVEN GERMANIC COUNTRIES.

5164 JESTER, R. E., AND TRAVERS, R. M. W. COMPREHENSION OF CONNECTED MEANINGFUL DISCOURSE AS A FUNCTION OF RATE AND MODE OF PRESENTATION. JOURNAL OF EDUCATIONAL RESEARCH, 1966, 59, 297-302. COMPARES THE COMPREHENSION OF 15 GROUPS TOTALING 220 COLLEGE STUDENTS TO EIGHT PASSAGES ADMINISTERED TO EACH GROUP AT EITHER ONE OF FIVE SPEEDS THROUGH EITHER THE VISUAL, THE AUDITORY, OR THE AUDIOVISUAL MODALITY OF PRESENTATION.

5165 JOHNSON, D. M., AND STRATTON, R. P. EVALUATION OF FIVE METHODS OF TEACHING CONCEPTS. JOURNAL OF EDUCATIONAL PSYCHOLOGY, 1966, 57, 48-53. DESCRIBES CONSTRUCTION OF FOUR TESTS FOR ACQUISITION OF CONCEPTS. COMPARES RELATIVE EFFICIENCY AS MEASURED BY SCORES ON THESE TESTS OF FIVE METHODS (CLASSIFICATIONS, DEFINITIONS, SYNONYMS, USED IN SENTENCES AND A COMBINATION OF THESE) FOR TEACHING CONCEPTS JUDGED DIFFICULT TO COLLEGE STUDENTS.

5166 JOHNSON, R. H. INDIVIDUALIZED AND BASAL PRIMARY READING PROGRAMS. ELEMENTARY ENGLISH, 1965, 42, 902-04, 915. CHILDREN IN 14 EXPERIMENTAL AND 14 CONTROL FIRST-GRADE CLASSROOMS WERE TAUGHT BY EITHER AN INDIVIDUALIZED OR A BASAL READING PROGRAM FOR A PERIOD OF THREE YEARS AND COMPARED AS TO ACHIEVEMENT AT THE END OF BOTH FIRST AND THIRD GRADES.

5167 JONES, W. S. PRIVATE READING IN THE FIFTH. TIMES EDUCATIONAL SUPPLEMENT, SEPTEMBER 17, 1965, 506. SURVEYS THE ANSWERS OF 18 BRITISH INDEPENDENT SCHOOL BOYS, AGES 15.10-17.1, TO THREE QUESTIONS - WHAT NOVELS THEY HAD READ DURING THE YEAR, THE REASONS FOR THEIR READING, AND WHETHER THEY COULD DISCOVER SIGNIFICANT PATTERNS IN THEIR READING.

5168 JUSTMAN, J. ACADEMIC APTITUDE AND READING TEST SCORES OF DISADVANTAGED CHILDREN SHOWING VARYING DEGREES OF MOBILITY. JOURNAL OF EDUCATIONAL MEASUREMENT, 1965, 2, 151-55. COMPARES INTELLIGENCE AND READING SCORES, AT BOTH THIRD- AND SIXTH-GRADE LEVELS, FOR 934 DISADVANTAGED SIXTH-GRADE PUPILS WHO WERE CLASSIFIED INTO FOUR SUBGROUPS SHOWING VARYING DEGREES OF MOBILITY TO DETERMINE WHETHER THERE WERE DIFFERENCES IN TEST PERFORMANCE.

5169 KAGAN, J. REFLECTION-IMPULSIVITY AND READING ABILITY IN PRIMARY GRADE CHILDREN. CHILD DEVELOPMENT, 1965, 36, 609-28. INVESTIGATES RELATIONSHIP BETWEEN MEASURES OF READING ABILITY, VISUAL ANALYTIC ABILITY, AND INDICES OF REFLECTION-IMPULSIVITY ADMINISTERED TO A GROUP OF 130 CHILDREN IN SECOND HALF OF GRADE ONE. ABOUT 100 OF ORIGINAL GROUP WERE RETESTED FOR WORD-RECOGNITION ABILITY EARLY IN GRADE TWO, AND AGAIN FOR ORAL READING AND VISUAL ANALYTIC ABILITY IN SPRING OF GRADE TWO.

5170 KAHN, P. TIME ORIENTATION AND READING ACHIEVEMENT. PERCEPTUAL AND MOTOR SKILLS, 1965, 21, 157-58. A PROJECTIVE TECHNIQUE WAS USED WITH 44 THIRD- AND FOURTH-GRADE PUPILS REPRESENTING TWO GROUPS OF NORMAL AND UNDER-ACHIEVING READERS TO DETERMINE WHETHER THE TWO GROUPS DIFFER ON A SCORE REFLECTING TIME ORIENTATION IN TERMS OF FUTURE TIME PERSPECTIVE.

5171 KARLIN, R., AND JOLLY, H. THE USE OF ALTERNATE FORMS OF STANDARDIZED READING TESTS. THE READING TEACHER, 1965, 19, 187-91, 196. ONE HUNDRED SIXTY-ONE PUPILS IN GRADES FOUR TO EIGHT WERE ADMINISTERED APPROPRIATE FORMS OF READING TESTS IN THE FALL, AND THE SAME AND ALTERNATE FORMS OF BOTH TESTS THE FOLLOWING SPRING TO DETERMINE WHETHER THERE ARE SIGNIFICANT DIFFERENCES BETWEEN THE TWO TESTS OR BETWEEN THEIR ALTERNATE FORMS.

5172 KARZEN, JUDITH M., SUVETOR, HELENE, AND THOMPSON, G. PREDICTING FIRST GRADE READING ACHIEVEMENT. ILLINOIS SCHOOL RESEARCH, 1965, 2, 20-22. REPORTS CORRELATION COEFFICIENTS BETWEEN THE SCORES OF 82 CHILDREN ON THE METROPOLITAN READINESS TEST WHEN THEY WERE IN KINDERGARTEN WITH THEIR SCORES ON AN INTELLIGENCE TEST AND A READING TEST WHEN THEY WERE IN THE FIRST GRADE.

5173 KASS, CORRINE E. PSYCHOLINGUISTIC DISABILITIES OF CHILDREN WITH READING PROBLEMS. EXCEPTIONAL CHILDREN, 1966, 32, 533-39. FOURTEEN MEASURES OF PSYCHOLINGUISTIC ABILITIES WERE ADMINISTERED TO 21 READING- RETARDED ELEMENTARY SCHOOL CHILDREN OF NORMAL INTELLIGENCE. THEIR PERFORMANCE WAS COMPARED WITH THE NORMS OF EACH MEASURE.

5174 KATZ, PHYLLIS A., AND DEUTSCH, M. MODALITY OF STIMULUS PRESENTATION IN SERIAL LEARNING FOR RETARDED AND NORMAL READERS. PERCEPTUAL AND MOTOR SKILLS, 1964, 19, 627-33. A SAMPLE OF 48 NEGRO BOYS IN FIRST, THIRD, AND FIFTH GRADES WAS USED IN THE STUDY TO EXPLORE AUDITORY AND VISUAL LEARNING EFFICIENCY AND ITS RELATIONSHIP TO BOTH AGE AND READING PROFICIENCY.

5175 KELLY, F. J., NORTH, J., AND ZINGLE, H. THE RELATION OF THE BROKEN HOMES TO SUBSEQUENT SCHOOL BEHAVIORS. ALBERTA JOURNAL OF EDUCATIONAL RESEARCH, 1965, 11, 215-18. COMPARES THE RECORD OF ATTENDANCE, THE READING ACHIEVEMENT, AND THE BEHAVIOR PROBLEMS DURING THE SIXTH GRADE FOR TWO GROUPS TOTALING 262 SEVENTH- AND EIGHTH- GRADE STUDENTS WHO WERE FROM INTACT HOMES.

5176 KEPHART, N. C. PERCEPTUAL-MOTOR ASPECTS OF READING. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 363-66. REVIEWS RESEARCH EVIDENCE FROM 11 RECENT PUBLICATIONS RELATING TO THE IMPORTANCE OF PERCEPTUAL-MOTOR FACTORS IN READING

5177 KETCHAM, MRS. H. E. WHAT RESEARCH SAYS ABOUT PERSONALITY FACTORS AND COLLEGE READING ABILITY. JOURNAL OF THE READING SPECIALIST, 1965, 5, 54-58. A REVIEW OF RESEARCH ON COLLEGE READING AS RELATED TO DIFFERENT PERSONALITY FACTORS CLASSIFIED UNDER THREE CATORIES - FAMILY BACKGROUND, PERSONAL FACTORS, AND ACADEMIC FACTORS. INCLUDES 27-ITEM BIBLIOGRAPHY.

5178 KING, ETHEL M., AND MUEHL, S. DIFFERENT SENSORY CUES AS AIDS IN BEGINNING READING. THE READING TEACHER, 1965, 19, 163-68. COMPARES THE RELATIVE EFFECTIVENESS OF USING FIVE DIFFERENT SENSORY CUES OR COMBINATION OF CUES IN TRAINING TEN GROUPS TOTALING 210 KINDERGARTEN CHILDREN TO READ A COMMON LIST OF EITHER FOUR SIMILAR OR FOUR DISSIMILAR WORDS.

5179 KINGSTON, A. J. (ED.) RESEARCH FOR THE CLASSROOM, CLOZE PROCEDURE, BY L. E. HAFNER. JOURNAL OF READING, 1966, 9, 415-21. REVIEWS 24 STUDIES WHICH USED THE CLOZE PROCEDURE AS A TOOL FOR RESEARCH. STUDIES ARE GROUPED UNDER - READING COMPREHENSION, WRITING AND READABILITY, COGNITIVE ABILITIES, PERSONALITY VARIABLES, DIAGNOSIS IN READING, AND TEACHING.

5180 KINGSTON, A. J. (ED.) RESEARCH FOR THE CLASSROOM, IMPROVING STUDY SKILLS, BY P. C. BERG, AND V. M. RENTEL. JOURNAL OF READING, 1966, 9, 343-48. SURVEYS FINDINGS OF RECENT RESEARCH ON STUDY SKILLS AND CITES 35-ITEM REFERENCES.

5181 KINGSTON, A. J. (ED.) RESEARCH FOR THE CLASSROOM, LINGUISTIC RESEARCH AND THE TEACHING OF READING, BY T. G. DEVINE. JOURNAL OF READING, 1966, 9, 273-77. CITES 39 REFERENCES IN A REVIEW OF OPINION AND RECENT RESEARCH FINDINGS ON THE LINGUISTIC APPROACH IN TEACHING READING AT BOTH PRIMARY AND HIGH SCHOOL LEVELS.

5182 KINGSTON, A. J. (ED.) RESEARCH FOR THE CLASSROOM, PROGRAMED INSTRUCTION, BY A. J. KINGSTON, AND J. A. WASH. JOURNAL OF READING, 1965, 9, 125-30. A REVIEW OF RESEARCH ON PROGRAMED INSTRUCTION IN THE FIELD OF READING, INCLUDING 34-ITEM BIBLIOGRAPHY.

5183 KINGSTON, A. J. (ED.) RESEARCH FOR THE CLASSROOM, VISUAL DEFICIENCIES AND READING DISABILITY, BY C. L. ROSEN. JOURNAL OF READING, 1965, 9, 57-61. A REVIEW OF RESEARCH ON THE ROLE OF VISUAL DEFICIENCIES IN THE CAUSATION OF READING DISABILITY. INCLUDES A 40-ITEM BIBLIOGRAPHY.

5184 KNAFLE, JUNE D. PERSONALITY CHARACTERISTICS, SOCIAL ADJUSTMENT, AND READING EFFECTIVENESS IN LOW-ACHIEVING, PROSPECTIVE COLLEGE FRESHMEN IN A READING PROGRAM. JOURNAL OF EDUCATIONAL RESEARCH, 1965, 59, 149-53. COMPARES PRE-INSTRUCTIONAL SCORES ON MEASURES OF SCHOLASTIC APTITUDE, READING ACHIEVEMENT AND PERSONALITY TRAITS WITH POST-INSTRUCTIONAL SCORES ON INSTRUCTORS SUBJECTIVE PROGRESS RATINGS AND OBJECTIVE TESTS OF READING ABILITIES FOR 130 LOW-ACHIEVING MALES WHO RECEIVED A PRE-FRESHMAN COLLEGE READING IMPROVEMENT COURSE.

5185 KORTENDICK, J. J. THE LIBRARY IN THE CATHOLIC THEOLOGICAL SEMINARY IN THE UNITED STATES. WASHINGTON, D.C., CATHOLIC UNIVERSITY OF AMERICA PRESS, 1965. ANALYZES THE RESPONSES OF 104 CATHOLIC SEMINARY LIBRARIES TO A QUESTIONNAIRE DESIGNED TO INVESTIGATE THE ROLE OF THE LIBRARY IN THE FORMATION OF THE CATHOLIC PRIESTHOOD AND TO SURVEY THE STRUCTURE, THE FUNCTIONS, AND THE PROCESSES OF THE SEMINARY LIBRARY.

5186 KRIPPNER, S. DIAGNOSTIC AND REMEDIAL USE OF THE MINNESOTA PERCEPTO-DIAGNOSTIC TEST IN A READING CLINIC. PSYCHOLOGY IN THE SCHOOLS, 1966, 3, 171-75. REPORTS INDICATION OF AGREEMENT BETWEEN FINDINGS FROM USE OF THE MINNESOTA PERCEPTO-DIAGNOSTIC TEST AND FROM USE OF A BATTERY OF OTHER CLINICAL TESTS IN DIAGNOSING TYPE OF READING DISABILITY FOR 20 BOYS AND FOUR GIRLS AS EITHER ORGANIC, PRIMARY, OR SECONDARY.

5187 KRIPPNER, S. READING IMPROVEMENT AND SCORES ON THE HOLTZMAN INKBLOT TECHNIQUE. THE READING TEACHER, 1966, 19, 519-22. REPORTS COEFFICIENTS OF CORRELATION BETWEEN HOLTZMAN INKBLOT TECHNIQUE SCORES AND READING ACHIEVEMENT OF 24 ELEMENTARY PUPILS IN A SUMMER READING CLINIC.

5188 KURODA, Y. NEWSPAPER READING AND POLITICAL BEHAVIOR IN A JAPANESE COMMUNITY. JOURNAL OF COMMUNICATION, 1965, 15, 171-81. ANALYZES THE RESPONSES OF 278 JAPANESE VOTERS TO TWO ITEMS IN A QUESTIONNAIRE AND TO A PERSONAL INVOLVEMENT IN INTERNATIONAL POLITICS SCALE TO DETERMINE WHO READS NEWSPAPERS IN JAPAN AND HOW EXPOSURE TO NEWSPAPERS RELATES TO LEVELS OF POLITICAL PARTICIPATION AND POLITICAL ORIENTATION.

5189 LACHMAN, R., AND TUTTLE, ABIGAIL V. APPROXIMATIONS TO ENGLISH (AE) AND SHORT-TERM MEMORY, CONSTRUCTION OR STORAGE5 JOURNAL OF EXPERIMENTAL PSYCHOLOGY , 1965, 70, 386-93. REPORTS THREE EXPERIMENTS WITH 120, 24, AND 240 UNDERGRADUATE STUDENTS WHO WERE GIVEN A RECOGNITION TEST AND/OR A FREE-RECALL TEST AFTER THEY HAD BEEN EXPOSED TO VERBAL MATERIALS AT HIGH AND LOW LEVELS OF APPROXIMATION TO ENGLISH UNDER DIFFERENT EXPERIMENTAL CONDITIONS. COMPARISONS WERE MADE BETWEEN RECOGNITION SCORES AND FREE-RECALL SCORES TO LOCALIZE FACILITATION OF STIMULUS RECEPTION, STORAGE, OR RETRIEVAL.

5190 LAMBERT, VERDELLE. NEGRO EXPOSURE IN LOOK'S EDITORIAL CONTENT. JOURNALISM QUARTERLY, 1965, 42, 657-59. COMPARES THE CONTENT OF ALL EDITORIAL PIECES DEALING WITH THE AMERICAN NEGRO IN THE LOOK MAGAZINE ISSUES IN TWO ONE-YEAR PERIODS, NOVEMBER TO DECEMBER, 1959-60, AND NOVEMBER TO DECEMBER, 1963-64.

5191 LEE, W. D., AND BELDEN, B. R. A CROSS-VALIDATION READABILITY STUDY OF GENERAL PSYCHOLOGY TEXTBOOK MATERIAL AND DALE-CHALL READABILITY FORMULA. JOURNAL OF EDUCATIONAL RESEARCH, 1966, 59, 369-73. THE DALE-CHALL READABILITY FORMULA WAS USED TO DETERMINE THE DIFFICULTY LEVEL (FOR STUDENTS OF VARYING READING ACHIEVEMENT) OF 12 REPRESENTATIVE PASSAGES FROM A GENERAL PSYCHOLOGY TEXTBOOK. SUBJECTS USED TO VALIDATE THE FORMULA WERE 396 UNDERGRADUATES WHOSE LEVEL OF ACHIEVEMENT ON A STANDARDIZED READING TEST RANGED FROM 7.0 TO 16+.

5192 LEONARDO, M., AND TIFFANY, W. R. A STUDY OF SIX MACHINE PROGRAMS IN ORAL READING IMPROVEMENT. SPEECH MONOGRAPHS, 1965, 32, 192-97. SIX GROUPS TOTALING 108 COLLEGE FRESHMEN ENGLISH STUDENTS WERE ASSIGNED TO EITHER A CONTROL OR ONE OF FIVE SHORT MACHINE PROGRAMS IN ORAL READING IMPROVEMENT. A COMPARISON WAS MADE BETWEEN PERFORMANCE AT THE BEGINNING AND AT THE END OF THE PROGRAM.

5193 LETON, D. A., AND HOLZ, MARGARET. DISCRIMINANT ANALYSIS OF ACHIEVEMENT PROFILES OF SOCIALLY MALADJUSTED PUPILS. PSYCHOLOGY IN THE SCHOOLS, 1965, 2, 228-33. COMPARES ACHIEVEMENT CHARACTERISTICS MEASURED BY A STANDARDIZED TEST BATTERY OF 89 SOCIAL ADJUSTMENT CLASS PUPILS AND 89 REGULAR CLASS PUPILS. GROUPS WERE MATCHED FOR AGE, SEX, GRADE, AND I.Q.

5194 LLOYD, B. A. THE RELATIONSHIP BETWEEN VISUAL-TACTUAL TRAINING AND CHILDREN'S READING ACHIEVEMENT AND MENTAL MATURITY, A SMALL SAMPLE STUDY. JOURNAL OF THE READING SPECIALIST, 1966, 3, 108-12. INVESTIGATES RELATIONSHIPS BETWEEN PRE- AND POST-TRAINING SCORES ON MEASURES OF VISUAL-TACTUAL ABILITY, MENTAL MATURITY, AND READING ACHIEVEMENT FOR TEN READING CLINIC CLIENTS, AGED 9-15, WHO RECEIVED PERCEPTUAL TRAINING AND REMEDIAL READING DURING 17 WEEKS.

5195 LOCKHART, HAZEL M. PERSONALITY AND READING READINESS. ILLINOIS SCHOOL RESEARCH, 1965, 2, 9-11. A PERSONALITY TEST AND A READING READINESS TEST WERE ADMINISTERED TO 57 FIRST- GRADE CHILDREN, AND CORRELATION COEFFICIENTS WERE COMPUTED BETWEEN THEIR SCORES ON THE TWO SETS.

5196 LONG, BARBARA H., AND HENDERSON, E. H. ORIGINALITY, READING, AND ARITHMETIC . PERCEPTUAL AND MOTOR SKILLS, 1965, 21, 553-54. READING AND ARITHMETIC SCORES FROM A TEST OF BASIC SKILLS WERE COMPARED FOR TWO GROUPS TOTALING 60 FIFTH- AND SIXTH-GRADE PUPILS WHO SCORED HIGH AND LOW ON A CREATIVITY TEST. PURPOSE WAS TO DETERMINE WHETHER THE ORIGINAL CHILD WOULD SCORE HIGHER IN READING AND LOWER IN ARITHMETIC THAN THE NON-ORIGINAL.

5197 LUNDSTEEN, SARA W. CRITICAL READING AND LISTENING. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 306-08. REPORTS COEFFICIENTS OF CORRELATIONS BETWEEN CRITICAL LISTENING AND CRITICAL READING, GENERAL READING, GENERAL LISTENING, AND MENTAL MATURITY AS MEASURED BY TESTS ADMINISTERED TO 263 FIFTH- AND SIXTH-GRADE PUPILS.

5198 MCCALL, ROZANNE A., AND MCCALL, R. B. A COMPARISON OF FIRST GRADE READING TESTS. ILLINOIS SCHOOL RESEARCH, 1965, 2, 32-37. REPORTS DATA ON THE PREDICTIVE VALIDITIES OF AN I.Q. AND A READINESS TEST WHICH WERE ADMINISTERED TO TWO GROUPS TOTALING 424 FIRST-GRADE CHILDREN. THE CRITERION WAS EITHER ONE OF TWO READING ACHIEVEMENT TESTS.

5199 MCCANNE, R. APPROACHES TO FIRST GRADE ENGLISH READING INSTRUCTION FOR CHILDREN FROM SPANISH-SPEAKING HOMES. THE READING TEACHER, 1966, 19, 670-75. ANALYZES THE TEST SCORES OF THREE GROUPS TOTALING 294 SPANISH-SPEAKING FIRST- GRADE CHILDREN WHO WERE ADMINISTERED A BATTERY OF TESTS BEFORE AND AFTER 140 DAYS OF INSTRUCTION IN BEGINNING ENGLISH READING USING ONE OF THREE APPROACHES.

5200 MACDONALD, J. B., HARRIS, T. L., AND MANN, J. S. INDIVIDUAL VERSUS GROUP INSTRUCTION IN FIRST GRADE READING. THE READING TEACHER, 1966, 19, 643-47. COMPARES PERFORMANCE ON A BATTERY OF MEASURES INCLUDING READING ATTITUDES, SOCIOMETRIC CHOICES, TEST ANXIETY, AND TEACHER RANKINGS FOR AN EXPERIMENTAL GROUP OF 163 IN SEVEN CLASSES USING INDIVIDUALIZED READING INSTRUCTION AND A CONTROL GROUP OF 210 IN TEN CLASSES USING ABILITY GROUPING.

5201 MACHIELE, RUTH B. A PRELIMINARY EVALUATION OF THE NON-GRADED PRIMARY AT LEAL SCHOOL, URBANA. ILLINOIS SCHOOL RESEARCH, 1965, 1, 20-24. COMPARES SCORES ON AN ACHIEVEMENT BATTERY ADMINISTERED AT BEGINNING OF SECOND YEAR BEYOND KINDERGARTEN FOR ONE GROUP OF 88 PUPILS IN A NON-GRADED PRIMARY PROGRAM AND ONE GROUP OF 68 PUPILS IN A GRADED PROGRAM. IN ADDITION, FIFTY PROGRAM AND ONE GROUP OF 68 PUPILS IN A GRADED PROGRAM. IN ADDITION, FIFTY PUPILS FROM EACH GROUP WERE MATCHED FOR I.Q., AND THEIR SCORES ON READING AND ARITHMETIC SUB-TESTS WERE COMPARED.

5202 MCCRACKEN, R. A. A TWO-YEAR STUDY OF THE READING ACHIEVEMENT OF CHILDREN WHO WERE READING WHEN THEY ENTERED FIRST GRADE. JOURNAL OF EDUCATIONAL RESEARCH , 1966, 59, 207-10. PERFORMANCE OF EIGHT CHILDREN WHO WERE ABLE TO READ BEFORE FIRST GRADE WAS REPORTED ON AN INTELLIGENCE TEST, A READING TEST, AND A READING INVENTORY WHICH WERE ADMINISTERED TO THEM IN BOTH FIRST AND SECOND GRADES.

5203 MCCULLERS, J. C. CORRELATES OF VERBAL PAIRED-ASSOCIATE LEARNING IN CHILDREN. PSYCHOLOGICAL REPORTS, 1965, 17, 747-52. TWO GROUPS TOTALING 72 CHILDREN IN GRADES FOUR, FIVE, AND SIX LEARNED TWO LISTS OF STRONGLY ASSOCIATED AND WEAKLY ASSOCIATED WORD PAIRS, AFTER WHICH THEIR PERFORMANCE WAS CORRELATED WITH THEIR SCORES ON MEASURES OF INTELLIGENCE, ANXIETY, AND ACHIEVEMENT.

5204 MCLEOD, J., AND ANDERSON, J. READABILITY ASSESSMENT AND WORD REDUNDANCY OF PRINTED ENGLISH. PSYCHOLOGICAL REPORTS, 1966, 18, 35-38. TO EXPLORE THE POSSIBILITY OF USING ESTIMATED REDUNDANCY RATES OF SELECTED PASSAGES AS A BASIS FOR ESTIMATING READABILITY, TWO INDEPENDENT GROUPS OF RANDOMLY SELECTED PUPILS IN GRADES THREE THROUGH SEVEN AND TWO INDEPENDENT GROUPS OF UNIVERSITY UNDERGRADUATES WERE REQUIRED TO RESTORE MISSING WORDS IN A SERIES OF MUTILATED PARAGRAPHS.

5205 MALMQUIST, E. READING RESEARCH IN SCANDINAVIA. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 399-404. REVIEWS SIX COMPLETED OR ON-GOING RESEARCH STUDIES DEALING WITH PROBLEMS CONNECTED WITH THE TEACHING OF READING IN THE PRIMARY GRADES IN DENMARK, NORWAY, AND SWEDEN.

5206 MANN, L., ALVORD, AGNES, AND PRICE, H. THE SPIRAL AFTEREFFECT TEST (SAET) AS A PREDICTOR OF SCHOOL ADJUSTMENT AND ACHIEVEMENT IN FIRST GRADE CHILDREN. JOURNAL OF CLINICAL PSYCHOLOGY, 1963, 19, 206-08. COMPARES TEACHER RATINGS AND TEST PERFORMANCE ON MEASURES OF READING AND NUMBER READINESS, INTELLIGENCE, AND READING AND NUMBERS ACHIEVEMENT FOR TWO GROUPS OF 15 FIRST-GRADE CHILDREN EACH WHO FAILED OR HAD PERFECT SCORES ON THE SAET.

5207 MANN, L., ALVORD, AGNES, RICHARDSON, P. C., AND WASSERMAN, J. RELATIONSHIPS BETWEEN SPIRAL AFTER EFFECT REPORTS AND MEASURES OF INTELLIGENCE AND ACHIEVEMENT IN FIFTH GRADE SCHOOL CHILDREN. PSYCHOLOGY IN THE SCHOOLS, 1964, 1, 305-08. REPORTS RELATIONSHIPS BETWEEN SCORES ON SPIRAL AFTER EFFECT TEST AND MEASURES OF INTELLIGENCE AND SCHOOL ACHIEVEMENT FOR TWO GROUPS OF FORTY FIFTH GRADERS, EQUATED FOR SEX AND AGE. ONE GROUP HAD PERFECT SCORES, WHILE THE OTHER HAD EXTREMELY LOW SCORES ON THE SAET.

5208 MANNING, J. C. EVALUATION OF LEVELS-DESIGNED VISUAL-AUDITORY AND RELATED WRITING METHODS OF READING IN FIRST GRADE. THE READING TEACHER, 1966, 19, 611-16. EVALUATES EFFECTIVENESS OF THREE METHODS OF FIRST-GRADE READING INSTRUCTION EMPLOYING SIMILAR BASAL READER CONTENT. THE 920 PUPILS RECEIVED PRE-TESTS OF INTELLIGENCE AND READINESS, AND POST-TESTS OF READING AND WRITING ABILITY.

5209 MANY, W. A. IS THERE REALLY ANY DIFFERENCE -- READING VS. LISTENING5 THE READING TEACHER, 1965, 19, 110-13. TO DETERMINE WHETHER THE VISUAL MODE OF PRESENTATION IS SUPERIOR TO THE AUDITORY MODE, 352 SIXTH-GRADE PUPILS WERE GIVEN A READING TEST AND A LISTENING TEST WHICH HAD IDENTICAL MATERIALS, AND COMPARISON WAS MADE BETWEEN THEIR COMPREHENSION SCORES AFTER EACH PRESENTATION.

5210 MASON, G. E., AND PRATER, NORMA J. EARLY READING AND READING INSTRUCTION. ELEMENTARY ENGLISH, 1966, 43, 483-88, 527. A SUMMARY OF 53 ARTICLES AND STUDIES RELATED TO EARLY READING INSTRUCTION ORGANIZED UNDER FOUR CATEGORIES - EARLY READING WITHOUT DELIBERATE TRAINING, DELIBERATE TRAINING BEFORE AGE SIX, EARLY AND LATE SCHOOL ENTRANTS, AND READING READINESS OR PRETRAINING FOR READING.

5211 MATTHEWS, W. A. THE RELATION BETWEEN ASSOCIATION NORMS AND WORD FREQUENCY. BRITISH JOURNAL OF PSYCHOLOGY, 1965, 56, 391-99. A TOTAL OF 87 STIMULUS WORDS OF HIGH AND LOW FREQUENCY WERE PRESENTED AUDITORILY AND VISUALLY TO FIVE GROUPS OF FIFTY COLLEGE STUDENTS EACH, AND THE MEAN NUMBER OF THEIR ASSOCIATIVE RESPONSES FOR A TWO-MINUTE PERIOD WAS COMPUTED FOR EACH STIMULUS WORD.

5212 MAXWELL, MARTHA J., AND HORN, A. A COMPARISON OF TWO METHODS FOR INCREASING READING SPEED WITH THE READING ACCELERATOR. JOURNAL OF THE READING SPECIALIST, 1966, 3, 113-16. READING RATE SCORES WERE COMPARED FOR A CONTROL AND TWO EXPERIMENTAL GROUPS, TOTALING 12 COLLEGE STUDENTS, BEFORE AND AFTER THE EXPERIMENTAL GROUPS RECEIVED EIGHT PRACTICE SESSIONS IN INCREASING READING RATE BY EITHER SMALL OR LARGE INCREMENTS IN EACH SESSION.

5213 MAZURKIEWICZ, A. J. ITA AND TO READING ACHIEVEMENT WHEN METHODOLOGY IS CONTROLLED. THE READING TEACHER, 1966, 19, 606-10. COMPARES THE READING ACHIEVEMENT OF 417 AND 402 FIRST-GRADE CHILDREN TAUGHT TO READ RESPECTIVELY BY USING ITA AND TO. STANDARDIZED AND INFORMAL MEASURES WERE ADMINISTERED TO THE WHOLE GROUP, TO RANDOM SAMPLES, AND TO MATCHED PAIRS OF BOTH GROUPS.

5214 MAZURKIEWICZ, A. J. THE LEHIGH UNIVERSITY-BETHLEHEM SCHOOLS ITA STUDY, INTERIM REPORT NINE. JOURNAL OF THE READING SPECIALIST, 1965, 5, 9-11. COMPARES THE READING AND SPELLING PERFORMANCE OF 387 I/T/A-TAUGHT WITH 803 T.O.- TAUGHT CHILDREN AT THE END OF THEIR SECOND GRADE.

5215 MICHAELS, M. L. SUBJECT READING IMPROVEMENT, A NEGLECTED TEACHING RESPONSIBILITY. JOURNAL OF READING, 1965, 9, 16-20. ANALYZES THE RESPONSES OF 186 HIGH SCHOOL JUNIORS TO FOUR QUESTIONS RELATED TO THE TYPE OF READING ASSIGNMENTS, THEIR METHODS OF READING, AND THEIR READING DIFFICULTIES IN EACH OF FOUR CONTENT SUBJECTS.

5216 MILLER, B. L. MORE DAILIES ZONING FOR SUBURBAN READERS. JOURNALISM QUARTERLY, 1965, 42, 460-62. SURVEYS THE TREND OF METROPOLITAN DAILIES TOWARD PUBLICATION OF ZONED EDITIONS EMPHASIZING NEWS AND ADVERTISING OF SPECIAL INTEREST TO SUBURBAN READERS.

5217 MILLS, J. EFFECT OF CERTAINTY ABOUT A DECISION UPON POSTDECISION EXPOSURE TO CONSONANT AND DISSONANT INFORMATION. JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, 1965, 2, 749-52. TWENTY COLLEGE WOMEN IN EACH OF FOUR EXPERIMENTAL CONDITIONS READ DESCRIPTIONS OF TWENTY PRODUCTS, RANKED PRODUCTS ACCORDING TO DESIRABILITY, MADE A CHOICE BETWEEN TWO PRODUCTS, THEN RATED THEIR INTEREST IN READING ADS FOR EACH PRODUCT.

5218 MILLS, J. OPINION CHANGE AS A FUNCTION OF THE COMMUNICATOR'S DESIRE TO INFLUENCE AND LIKING FOR THE AUDIENCE. JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY, 1966, 2, 152-59. RECALL SCORES AND PERSONAL REACTIONS OF 557 COLLEGE STUDENTS WERE SECURED AFTER THEY READ AN EXCERPT FROM AN INTERVIEW UNDER ONE OF FOUR EXPERIMENTAL CONDITIONS.

5219 MORRILL, KATHERINE A. A COMPARISON OF TWO METHODS OF READING SUPERVISION. THE READING TEACHER, 1966, 19, 617-21. COMPARES READING ACHIEVEMENT AND OTHER VARIABLES, AS MEASURED BY A STANDARDIZED READING TEST AND INFORMAL INVENTORIES, OF A CONTROL OF 17 FIRST GRADES WHOSE TEACHERS RECEIVED INDIVIDUAL READING CONSULTANT SERVICE AND AN EXPERIMENTAL GROUP OF 18 FIRST GRADES WHOSE TEACHERS, AS A GROUP, RECEIVED CONSULTANT SERVICE ONE-HALF DAY SEMI-MONTHLY DURING THE SCHOOL YEAR.

5220 MOSKOWITZ, SUE. SHOULD WE TEACH READING IN THE KINDERGARTEN5 ELEMENTARY ENGLISH, 1965, 43, 798-804. REPORTS THE RESULTS OF VARIOUS RESEARCH STUDIES WHICH FAVOR OR OPPOSE THE TEACHING OF PRE-SCHOOL CHILDREN TO READ.

5221 MOTTO, J. J., AND LATHAN, L. AN ANALYSIS OF CHILDREN'S EDUCATIONAL ACHIEVEMENT AND RELATED VARIABLES IN A STATE PSYCHIATRIC HOSPITAL. EXCEPTIONAL CHILDREN, 1966, 32, 619-23. EXAMINES ACHIEVEMENT IN READING AND ARITHMETIC AS MEASURED BY STANDARDIZED GROUP TESTS FOR 34 BOYS AND 13 GIRLS ATTENDING THE HOSPITAL SCHOOL AT A MENTAL INSTITUTION. OTHER VARIABLES ASSESSED INCLUDED AGE, I.Q., PSYCHIATRIC DIAGNOSIS AND LENGTH OF HOSPITAL RESIDENCE.

5222 MUELLER, A. C. AN EXPERIMENTAL INVESTIGATION OF THE RELATION BETWEEN ANXIETY AND PERCEPTUAL ACCURACY ON INCREASINGLY DIFFICULT MATERIALS PROJECTED WITH THE TACHISTOSCOPE. JOURNAL OF THE READING SPECIALIST, 1965, 5, 12-17. COMPARES THE PERFORMANCE OF COLLEGE STUDENTS WHO REPRESENTED THREE LEVELS OF ANXIETY ON THREE LEVELS OF DIFFICULTY OF TARGET DIGITS AND WORDS PRESENTED TACHISTOSCOPICALLY.

5223 MUELLER, ELIZABETH. ARE NEW BOOKS READ MORE THAN OLD ONES, LIBRARY QUARTERLY, 1965, 35, 166-72. PRESENTS AND INTERPRETS DATA COLLECTED FROM SIX SUBURBAN LIBRARIES ON THE COMPARATIVE CIRCULATION OF OLD AND NEW NONFICTION TITLES IN TWELVE CONSECUTIVE MONTHS.

5224 MURPHY, HELEN A. GROWTH IN PERCEPTION OF WORD ELEMENTS IN THREE TYPES OF BEGINNING READING INSTRUCTION. THE READING TEACHER, 1966, 19, 585-89. COMPARES ACHIEVEMENT ON SEVERAL READING TESTS FOR THREE TREATMENT GROUPS OF TEN CLASSES EACH.

5225 NASMAN, J. G. A STUDY OF A READING IMPROVEMENT PROGRAM IN THE JUNIOR HIGH SCHOOL. ELEMENTARY ENGLISH, 1966, 43, 383-85. COMPARES THE SCORES OF 181 EXPERIMENTAL AND 186 CONTROL NINTH-GRADE STUDENTS ON A READING TEST ADMINISTERED BEFORE AND AFTER THE EXPERIMENTAL GROUP RECEIVED A SIX-WEEK PERIOD READING IMPROVEMENT PROGRAM. THE SAME PROGRAM WAS GIVEN TO 1127 STUDENTS FROM GRADES SEVEN, EIGHT, AND NINE, AND THEIR PRE- AND POST-TEST SCORES WERE ALSO COMPARED.

5226 NEISSER, U., AND BELLER, H. K. SEARCHING THROUGH WORD LISTS. BRITISH JOURNAL OF PSYCHOLOGY, 1965, 56, 349-58. COLLEGE STUDENTS SEARCHED FOR A TARGET WORD IN LISTS OF FIFTY WORDS, UNDER SIX EXPERIMENTAL CONDITIONS, TO DETERMINE DIFFERENCES IN SCANNING RATES WHEN THE TARGET IS DISTINGUISHED BY STIMULUS EXAMINATION ONLY VERSUS WHEN ITS DEFINITION REQUIRES MEMORY EXAMINATION.

5227 NEISSER, U., AND STOPER, A. REDIRECTING THE SEARCH PROCESS. BRITISH JOURNAL OF PSYCHOLOGY, 1965, 56, 359-68. SUBJECTS SCANNED THROUGH LISTS OF WORDS SEARCHING FOR PROPER NAMES. SOME LISTS INCLUDED CUE WORDS WHICH ENABLED SUBJECTS TO SKIP A NUMBER OF LINES AND THE SAVING OF TIME WAS DETERMINED.

5228 NELSON, R. C. CHILDREN'S POETRY PREFERENCES. ELEMENTARY ENGLISH, 1966, 43, 247-51. PREFERENCES OF 385 CHILDREN IN GRADES ONE TO THREE WERE SECURED FOR 45 POEMS READ TO THEM, 15 AT EACH GRADE LEVEL. PURPOSES WERE TO DETERMINE THE ELEMENTS CHILDREN LIKE IN POETRY, TO COMPARE THEIR PREFERENCES WITH THE PREDICTIONS MADE BY THIRTY COLLEGE STUDENTS, AND TO COMPARE POETRY SELECTIONS IN TEXTS OF THE PRESENT TO TEXTS OF 1928.

5229 NEVILLE, MARY H. METHODS OF TEACHING READING TO BEGINNERS. ALBERTA JOURNAL OF EDUCATIONAL RESEARCH, 1966, 12, 131-39. ACCURACY OF WORD PERCEPTION AND COMPREHENSION WERE COMPARED FOR THREE MATCHED GROUPS OF 31 FIRST GRADERS. EACH SUBJECT WAS EXPOSED TO A 102-WORD PASSAGE IN ONE OF THREE EXPERIMENTAL CONDITIONS, AND THEN READ THE PASSAGE ORALLY.

5230 NEWMAN, E. B. SPEED OF READING WHEN THE SPAN OF LETTERS IS RESTRICTED. AMERICAN JOURNAL OF PSYCHOLOGY, 1966, 79, 272-78. FIFTEEN SUBJECTS READ ALOUD PROSE PASSAGES IN 13 EXPERIMENTAL CONDITIONS IN WHICH LENGTH OF LETTER SPAN AND RATE OF PRESENTATION WERE CONTROLLED. PERCENTAGE OF WORDS READ CORRECTLY IN EACH CONDITION WAS DETERMINED.

5231 NEWPORT, J. F. THE READABILITY OF SCIENCE TEXTBOOKS FOR ELEMENTARY SCHOOL. ELEMENTARY SCHOOL JOURNAL, 1965, 66, 40-43. REPORTS THE READABILITY LEVEL OF NINE CONTINUOUS SERIES OF ELEMENTARY SCHOOL TEXTBOOKS. FORMULAS USED WERE SPACHE FOR GRADES ONE TO THREE AND YOAKAM FOR GRADES FOUR TO SIX.

5232 NORTH, R. D. KUHLMANN-ANDERSON AND STANFORD ACHIEVEMENT TEST RESULTS OF SIXTH-GRADE STUDENTS IN SUBURBAN PUBLIC SCHOOLS. EDUCATIONAL RECORDS BULLETIN, 1965, 88, 67-70. SCORES ON INTELLIGENCE AND ACHIEVEMENT TESTS WERE OBTAINED FOR SOME 2200 SIXTH-GRADE PUPILS IN 13 SUBURBAN PUBLIC SCHOOLS, AND COMPARED WITH THE TESTS' NATIONAL NORMS AND WITH THE NORMS OBTAINED FROM THE EDUCATIONAL RECORDS BUREAU INDEPENDENT SCHOOLS.

5233 NORVELL, G. W. THE CHALLENGE OF PERIODICALS IN EDUCATION. ELEMENTARY ENGLISH, 1966, 43, 402-08. ANALYZES THE RESPONSES OF APPROXIMATELY 6000 CHILDREN IN GRADES THREE TO SIX TO A QUESTIONNAIRE ABOUT THE DEGREE OF THEIR INTEREST IN EACH OF 31 PARTICULAR MAGAZINES.

5234 OHNMACHT, F. W. ACHIEVEMENT, ANXIETY AND CREATIVE THINKING. AMERICAN EDUCATIONAL RESEARCH JOURNAL, 1966, 3, 131-38. REPORTS THE INTERCORRELATIONS OF DIFFERENT VARIABLES OF INTELLIGENCE, ACADEMIC ACHIEVEMENT, CREATIVE THINKING, AND MANIFEST ANXIETY AS MEASURED BY A BATTERY OF TESTS ADMINISTERED TO 204 FIFTH- AND SIXTH-GRADE PUPILS.

5235 OLSON, A. V. RELATION OF ACHIEVEMENT TEST SCORES AND SPECIFIC READING ABILITIES TO THE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION. PERCEPTUAL AND MOTOR SKILLS, 1966, 22, 179-84. REPORTS THE CORRELATIONS BETWEEN THE SCORES OF 71 SECOND-GRADE CHILDREN ON THE FROSTIG TEST OF VISUAL PERCEPTION AND A BATTERY OF TESTS MEASURING INTELLIGENCE, ACHIEVEMENT, AND SPECIFIC READING ABILITIES.

5236 OLSON, A. V. SCHOOL ACHIEVEMENT, READING ABILITY, AND SPECIFIC VISUAL PERCEPTION SKILLS IN THE THIRD GRADE. THE READING TEACHER, 1966, 19, 490-92. CORRELATES THE SCORES OF 121 THIRD-GRADE PUPILS ON A BATTERY OF READING AND ACHIEVEMENT TESTS WITH THEIR SCORES ON THE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION.

5237 OTTLEY, L. READABILITY OF SCIENCE TEXTBOOKS FOR GRADES FOUR, FIVE, AND SIX. SCHOOL SCIENCE AND MATHEMATICS, 1965, 65, 363-66. LORGE FORMULA WAS USED TO MEASURE THE READABILITY LEVEL OF 12 UNIDENTIFIED SCIENCE TEXTBOOKS DESIGNED FOR GRADES FOUR, FIVE, AND SIX.

5238 OTTO, W. FAMILY POSITION AND SUCCESS IN READING. THE READING TEACHER, 1965, 19, 119-23. A REANALYSIS OF DATA COLLECTED BY THE AUTHOR IN A PREVIOUS STUDY TO DETERMINE WHETHER A SAMPLE OF 300 GOOD READERS WOULD INCLUDE MORE FIRST AND ONLY CHILDREN THAN AN EQUAL SAMPLE OF 300 POOR READERS.

5239 OTTO, W. INHIBITORY POTENTIAL RELATED TO THE READING ACHIEVEMENT OF NEGRO CHILDREN. PSYCHOLOGY IN THE SCHOOLS, 1966, 3, 161-63. COMPARES PRE-TEST AND POST-TEST PERFORMANCE (ACQUISITION AND REMINISCENCE) IN AN INVERTED-NUMBER PRINTED TASK FOR THIRTY NEGRO MIDDLE-ELEMENTAR Y PUPILS CLASSIFIED AS GOOD READERS VERSUS THIRTY CLASSIFIED AS POOR READERS.

5240 OTTO, W., AND MCMENEMY, R. A. AN APPRAISAL OF THE AMMONS QUICK TEST IN A REMEDIAL READING PROGRAM. JOURNAL OF EDUCATIONAL MEASUREMENT, 1965, 2, 193-98. SCORES OF 110 RETARDED READERS IN GRADES FOUR TO NINE ON THE AMMONS QUICK TEST WERE COMPARED WITH THEIR SCORES ON THE WISC, IN AN ATTEMPT TO DETERMINE THE VALIDITY OF THE QUICK TEST WITH POOR READERS.

5241 OVERTON, W., AND WIENER, M. VISUAL FIELD POSITION AND WORD RECOGNITION THRESHOLD. JOURNAL OF EXPERIMENTAL PSYCHOLOGY, 1966, 71, 249-53. RIGHT VERSUS LEFT FIELD RECOGNITION BEHAVIOR WAS INVESTIGATED BY USE OF MONOCULAR VIEWING CONDITION FOR TWENTY FIVE-LETTER WORDS AT TWO DISTANCES FROM FIXATION. SUBJECTS WERE 16 COLLEGE STUDENTS HAVING 20/20 VISION.

5242 PAUK, W. STUDY SKILLS AND SCHOLASTIC ACHIEVEMENT. THE READING TEACHER, 1965, 19, 180-82, 186. REPORTS FINDINGS OF TWO STUDIES INVOLVING 61 AND 153 MATCHED PAIRS OF COLLEGE STUDENTS. COMPARISONS BETWEEN FALL AND SPRING GRADE AVERAGES WERE MADE FOR EXPERIMENTAL STUDY SKILLS GROUPS AND CONTROL GROUPS.

5243 PECK, H. B., ZWERLING, I., RABBAN, M., AND MENDELSOHN, MARILYN. READING DISABILITY AND COMMUNITY PSYCHIATRY. AMERICAN JOURNAL OF ORTHOPSYCHIATRY, 1966, 36, 420-33. PART I OF THIS STUDY COMPARES CERTAIN ASPECTS OF FAMILY FUNCTIONING REVEALED BY PARENTS FOR FOUR GROUPS OF ELEMENTARY PUPILS - 1) A READING DISABILITY GROUP, 2) A CONTROL GROUP COMPARABLE WITH 1) ON AGE, GRADE, AND I.Q., 3) A PREDICTED READING DISABILITY GROUP, 4) A CONTROL GROUP COMPARABLE WITH 3) ON AGE, SEX, AND I.Q. FIRST-GRADE READING READINESS SCORES FOR THE SIXTY PUPILS WERE AVAILABLE TO INVESTIGATORS. PART II COMPARES READING GROWTH AS MEASURED BY YEAR-END TEST PERFORMANCE FOR AN EXPERIMENTAL AND A CONTROL GROUP OF THIRTY PUPILS WHO HAD SCORED BELOW THE 50TH PERCENTILE ON A FIRST-GRADE READINESS MEASURE. TEACHERS AND PARENTS OF EXPERIMENTAL SUBJECTS PARTICIPATED IN PSYCHIATRIC GUIDANCE SESSIONS DURING THE SCHOOL YEAR.

5244 PERRODIN, A. F., AND SNIPES, W. T. THE RELATIONSHIP OF MOBILITY TO ACHIEVEMENT IN READING, ARITHMETIC, AND LANGUAGE IN SELECTED GEORGIA ELEMENTARY SCHOOLS. JOURNAL OF EDUCATIONAL RESEARCH, 1966, 59, 315-19. I.Q.'S, ACHIEVEMENT SCORES, AND PARENTS' SOCIO-EDUCATIONAL LEVELS WERE OBTAINED FOR 483 SIXTH-GRADE PUPILS WHO WERE CATEGORIZED ACCORDING TO THE NUMBER, RECENCY, AND DISTANCE OF THEIR MOVES FROM ONE SCHOOL TO ANOTHER TO DETERMINE RELATIONSHIPS AMONG THE VARIABLES.

5245 PETTY, W. T., AND BURNS, P. C. A SUMMARY OF INVESTIGATIONS RELATING TO THE ENGLISH LANGUAGE ARTS IN ELEMENTARY EDUCATION, 1965. ELEMENTARY ENGLISH, 1966, 43, 252-77. SUMMARIZES 99 STUDIES RELATING TO ENGLISH LANGUAGE ARTS IN THE ELEMENTARY SCHOOL.

5246 PEYTON, J., AND BELOW, R. THE NEED FOR READING INSTRUCTION IN KENTUCKY HIGH SCHOOLS. SCHOOL SERVICE REPORT, 1965, 6, 2-7. PRESENTS FINDINGS IN A SURVEY OF 95 SECONDARY PRINCIPALS, DESIGNED TO EXPLORE THEIR ASSESSMENTS OF NEEDS FOR HIGH SCHOOL READING INSTRUCTION, DEGREE TO WHICH THESE NEEDS ARE BEING MET, AND PROBLEMS MITIGATING AGAINST PROVISION OF SECONDARY READING PROGRAMS.

5247 PITTMAN, GRACE. YOUNG CHILDREN ENJOY POETRY. ELEMENTARY ENGLISH, 1966, 43, 56-59. REPORTS DEGREE OF LIKING, EXPRESSED ON A 4-POINT SCALE, FOR FIFTY SELECTED POEMS READ ALOUD BY TEACHER TO 32 PUPILS IN ONE THIRD-GRADE CLASS, MEAN I.Q. 122.

5248 POULTON, E. C. LETTER DIFFERENTIATION AND RATE OF COMPREHENSION IN READING. JOURNAL OF APPLIED PSYCHOLOGY, 1965, 49, 358-62. TO DETERMINE THE EFFECT OF DIFFERENT TYPEFACES ON RATE OF COMPREHENSION, TWO PASSAGES WERE PRINTED IN SEVEN STYLES OF TYPE, WITH OTHER ASPECTS CONSTANT, AND PRESENTED TO A TOTAL OF 374 ADULTS TO READ AND ANSWER QUESTIONS ON THE PASSAGES.

5249 POWELL, W. R. CLASSROOM LIBRARIES,, THEIR FREQUENCY OF USE. ELEMENTARY ENGLISH, 1966, 43, 395-97. RESPONSES TO QUESTIONS ABOUT THE AMOUNT OF RECREATORY READING AND THE PARTICIPATION IN THE PUBLIC LIBRARY WERE SURVEYED FOR 460 INTERMEDIATE GRADE PUPILS, 208 OF WHOM WERE IN A SCHOOL WHICH FOLLOWED THE CLASSROOM LIBRARY APPROACH AND 252 IN A SCHOOL WHERE TEACHERS TOOK THEIR CLASSES ON BI-WEEKLY TRIPS TO THE PUBLIC LIBRARY.

5250 RANKIN, E. F., JR., GREENMUN, RENNY, AND TRACY, R. C. FACTORS RELATED TO STUDENT EVALUATIONS OF A COLLEGE READING COURSE. JOURNAL OF READING, 1965, 9, 10-15. CORRELATES THE RESPONSES OF 479 COLLEGE STUDENTS TO A QUESTIONNAIRE EVALUATING A READING IMPROVEMENT COURSE WITH THEIR READING IMPROVEMENT IN THE COURSE. IN ADDITION, CORRELATIONS WERE COMPUTED BETWEEN THE RESPONSES OF 73 STUDENTS ON THE SAME QUESTIONNAIRE AND THEIR EVALUATION OF THEIR TEACHERS.

5251 RAPH, JANE B. LANGUAGE DEVELOPMENT IN SOCIALLY DISADVANTAGED CHILDREN. REVIEW OF EDUCATIONAL RESEARCH, 1965, 35, 389-400. REVIEWS 54 REPORTS OF RESEARCH CONCERNED WITH LANGUAGE DEVELOPMENT IN CHILDREN OF LOW SOCIO-ECONOMIC STATUS UNDER FOUR MAJOR SECTIONS - BACKGROUND STUDIES, ANTECEDENTS OF LANGUAGE DEFICIENCY, CHARACTERISTICS OF LANGUAGE DEFICIENCY, AND CONCLUSIONS AND NEEDED RESEARCH.

5252 RAY, D. D. THE PERMANENCY OF GAINS MADE IN A COLLEGE READING IMPROVEMENT PROGRAM. JOURNAL OF EDUCATIONAL RESEARCH, 1965, 59, 17-20. A STANDARDIZED READING TEST WAS GIVEN TO 65 COLLEGE STUDENTS BEFORE AND AFTER A THREE-MONTH READING IMPROVEMENT PROGRAM. THIRTY-TWO OF THE SUBJECTS WERE RETESTED AFTER A PERIOD OF THREE MONTHS AND 33 AFTER A PERIOD OF SIX MONTHS TO DETERMINE THE RETENTION OF THEIR GAINS FROM THE READING PROGRAM.

5253 RAYGOR, A. PROBLEMS IN THE SUBSTRATA-FACTOR THEORY. READING RESEARCH QUARTERLY, 1966, 1 (3), 147-50. PRESENTS A SIMPLIFIED EXPLANATION OF CERTAIN STATISTICAL PROCEDURES IN THE SUBSTRATA-FACTOR ANALYSIS OF READING. CRITICALLY EXAMINES SOME ASSUMPTIONS CONCERNING SUBSTRATA-FACTOR ANALYSIS.

5254 RAYGOR, A. L., WARK, D. M., AND WARREN, ANN D. OPERANT CONDITIONING OF READING RATE, THE EFFECT OF A SECONDARY REINFORCER. JOURNAL OF READING, 1966, 9, 147-56. PRESENTS RESULTS OF A SERIES OF FIVE RELATED INVESTIGATIONS OF THE EFFECT OF A SECONDARY REINFORCER ON READING RATE FOR A TOTAL OF 15 VOLUNTEER COLLEGE STUDENTS.

5255 REID, H. C., AND BELTRAMO, LOUISE. TEACHING READING TO THE LOW GROUP IN THE FIRST GRADE. THE READING TEACHER, 1966, 19, 601-05. A BATTERY OF STANDARDIZED AND SPECIALLY CONSTRUCTED TESTS WAS ADMINISTERED, AT THE BEGINNING, IN THE MIDDLE, AND AT THE END OF THE FIRST-GRADE YEAR, TO 424 CHILDREN IN 51 CLASSES ASSIGNED TO BE TAUGHT BY ONE OF SEVEN METHODS OF BEGINNING READING INSTRUCTION.

5256 RICHARDS, O. W. A COMPARISON OF ACUITY TEST LETTERS WITH AND WITHOUT SERIFS. AMERICAN JOURNAL OF OPTOMETRY AND ARCHIVES OF AMERICAN ACADEMY OF OPTOMETRY, 1965, 42, 589-92. COMPARES VISUAL ACUITY ON THE SNELLEN CHART FOR 103 PERSONS, AGES 17-82, WHEN TWO DIFFERENT TYPES OF LETTERS WERE SHOWN AT TWO LUMINANCE LEVELS.

5257 REIGEL, K. F., AND BIRREN, J. E. AGE DIFFERENCES IN VERBAL ASSOCIATIONS. JOURNAL OF GENETIC PSYCHOLOGY, 1966, 108, 153-70. REPORTS DIFFERENCES IN SPEED AND NUMBER OF SPOKEN AND WRITTEN WORD RESPONSES TO FORTY STIMULUS SYLLABLES SELECTED FROM THORNDIKE'S TEACHER'S WORD BOOK FOR A GROUP OF THIRTY SUBJECTS AGED 18-33 AND A COMPARABLY EDUCATED GROUP OF 23 SUBJECTS AGED 60-80 YEAR.

5258 RILEY, C. S. THE RELATIONSHIP BETWEEN READING ABILITY AND VERBAL INTELLIGANCE TEST PERFORMANCE. BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, 1966, 36, 117. INVESTIGATES THE RELATIONSHIP BETWEEN THE PERFORMANCE ON A READING TEST AND THE PERFORMANCE ON A WRITTEN INTELLIGENCE TEST AND AN INDIVIDUAL INTELLIGENCE SCALE ADMINISTERED TO 38 CHILDREN AGES EIGHT TO NINE.

5259 RISTOW, W. L. HOW ACCURATE ARE STUDENTS' VOCABULARIES5 EDUCATION DIGEST, 1965, 30, 49-51, CHICAGO SCHOOLS JOURNAL, 1965, 46, 164-68. REPORTS THE GROWTH IN VOCABULARY AND ANALYZES THE ERRORS OF 623 COLLEGE STUDENTS ON A DEFINITION-TYPE VOCABULARY TEST ADMINISTERED AT THE BEGINNING AND AT THE END OF A SPEECH FUNDAMENTALS COURSE.

5260 ROBBINS, M. P. THE DELACATO INTERPRETATION OF NEUROLOGICAL ORGANIZATION. READING RESEARCH QUARTERLY, 1966, 1 (3), 57-78. COMPARES PRE- AND POST-EXPERIMENTAL MEASURES OF READING AND LATERAL DEVELOPMENT AMONG THREE GROUPS COMPRISING 126 SECOND GRADERS COMPARABLE AS TO INTELLIGENCE, LATERALITY AND OTHER VARIABLES. ONE GROUP WAS EXPOSED TO A DELACATO-TYPE PROGRAM, THE OTHERS SERVED AS PLACEBO AND CONTROL GROUPS.

5261 ROBINSON, H. A., AND MUSKOPF, A. F. HIGH SCHOOL READING -- 1964. JOURNAL OF READING, 1965, 9, 75-92. THE SEVENTH ANNUAL SUMMARY OF PROFESSIONAL LITERATURE ON JUNIOR AND SENIOR HIGH SCHOOL READING, INCLUDING 66 ITEMS.

5262 ROBINSON, HELEN M., WEINTRAUB, S., AND SMITH, HELEN K. SUMMARY OF INVESTIGATIONS RELATING TO READING, JULY, 1964 TO JUNE 30, 1965. READING RESEARCH QUARTERLY, 1965, 1 (2), 5-126. SUMMARY AND ANNOTATED BIBLIOGRAPHY OF 236 STUDIES IN READING CLASSIFIED UNDER SIX MAJOR CATEGORIES.

5263 ROMANO, L. G., AND GEORGIADY, N. P. VOCABULARY LEARNINGS AS INFLUENCED BY THE MULTI-MEDIA APPROACH. ILLINOIS SCHOOL RESEARCH, 1966, 2, 24-32. REPORTS TWO STUDIES AT UPPER ELEMENTARY LEVELS DESIGNED TO MEASURE THE EFFECTS OF USING MOTION PICTURES, PROJECTED STILL PICTURES AND OTHER AUDIO-VISUAL AIDS ON VOCABULARY IN SCIENCE AND IN SOCIAL STUDIES.

5264 ROSE, I. M. THE INITIAL TEACHING ALPHABET, PREMISE AND PROMISE. IN M. P. DOUGLASS (EDA), ON BECOMING A READER. PROCEEDINGS OF THE CLAREMONT READING CONFERENCE, 1965, 29, 146-53. REVIEWS THE HISTORY AND THE MERITS OF I.T.A. AND SUMMARIZES THE FINDINGS OF THE MAIN EXPERIMENTS CONDUCTED IN GREAT BRITAIN IN THIS AREA.

5265 RUDDELL, R. B. CHILDREN'S LANGUAGE DEVELOPMENT, RESEARCH AND IMPLICATIONS. IN M. P. DOUGLASS (ED.), ON BECOMING A READER. PROCEEDINGS OF THE CLAREMONT READING CONFERENCE, 1965, 29, 115-26. DISCUSSES THE FINDINGS OF SOME SELECTED RESEARCH STUDIES GERMANE TO CHILDREN'S LANGUAGE DEVELOPMENT IN AN ATTEMPT TO DERIVE SOME INSTRUCTIONAL IMPLICATIONS. INCLUDES 15-ITEM REFERENCES.

5266 RUDDELL, R. B. ORAL LANGUAGE AND THE DEVELOPMENT OF OTHER LANGUAGE SKILLS. ELEMENTARY ENGLISH, 1966, 43, 489-98. DISCUSSES FINDINGS OF RESEARCH DEALING WITH THE RELATIONSHIP BETWEEN THE DEVELOPMENT OF SPEECH AND LISTENING AND THE DEVELOPMENT OF READING AND WRITING, AND CONCLUDES WITH SEVEN IMPLICATIONS FOR TEACHING THESE LANGUAGE SKILLS. INCLUDES 36-ITEM BIBLIOGRAPHY.

5267 RUDDELL, R. B. READING COMPREHENSION AND STRUCTURAL REDUNDANCY IN WRITTEN MATERIAL. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 308-11. A GROUP OF 131 FOURTH-GRADE CHILDREN WERE GIVEN CLOZE TESTS FOR TWO PASSAGES EQUATED ON THREE VARIABLES BUT DIFFERED IN THEIR USE OF HIGH AND LOW FREQUENCY PATTERNS OF LANGUAGE STRUCTURE. PURPOSE WAS TO EXPLORE THE RELATIONSHIP BETWEEN READING COMPREHENSION AND THE REDUNDANCY OF SYNTACTICAL ELEMENTS OF LANGUAGE STRUCTURE IN WRITTEN MATERIALS.

5268 RUDDELL, R. B. READING INSTRUCTION IN FIRST GRADE WITH VARYING EMPHASIS ON THE REGULARITY OF GRAPHEME-PHONEME CORRESPONDENCES AND THE RELATION OF LANGUAGE STRUCTURE TO MEANING. THE READING TEACHER, 1966, 19, 653-60. COMPARES ACHIEVEMENT OF 24 FIRST-GRADE CLASSROOMS, RANDOMLY ASSIGNED AT EACH OF THREE SOCIO-ECONOMIC LEVELS, TO ONE OF FOUR BEGINNING READING SCHEMES.

5269 RUTHERFORD, W. L. PERCEPTUAL-MOTOR TRAINING AND READINESS. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 294-96. COMPARES THE PERFORMANCE ON A READINESS TEST ADMINISTERED TO 38 EXPERIMENTAL AND 38 CONTROL KINDERGARTEN CHILDREN BEFORE AND AFTER THE EXPERIMENTAL GROUP RECEIVED AN 11-WEEK PLAY PROGRAM DESIGNED TO DEVELOP CERTAIN PERCEPTUAL-MOTOR SKILLS.

5270 SAMPSON, OLIVE C. READING AND ADJUSTMENT, A REVIEW OF THE LITERATURE. EDUCATIONAL RESEARCH, 1966, 8, 184-90. SUMMARIZES FINDINGS REPORTED IN 44 STUDIES AND REVIEWS OF RESEARCH CONCERNING RELATIONSHIPS BETWEEN READING ACHIEVEMENT AND PERSONALITY ADJUSTMENT.

5271 SAVAGE, R. D. PERSONALITY FACTORS AND ACADEMIC ATTAINMENT IN JUNIOR SCHOOL CHILDREN. BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, 1966, 36, 91-92. REPORTS THE INTERCORRELATIONS OF THE SCORES OBTAINED BY 93 CHILDREN, AVERAGE AGE 7.11, ON A BATTERY OF INTELLIGENCE, PERSONALITY, ARITHMETIC, AND READING TESTS.

5272 SAWYER, RITA I. DOES THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN DISCRIMINATE BETWEEN MILDLY DISABLED AND SEVERELY DISABLED READERS5 ELEMENTARY SCHOOL JOURNAL, 1965, 66, 97-103. ANALYSIS OF SUB-SCORES ON THE WISC TO DETERMINE WHICH WILL DISTINGUISH BETWEEN THE 90 MILDLY AND 90 SEVERELY RETARDED READERS, AGES 8 TO 15.5.

5273 SCHAEFER, W. SCALE MEASURES OF MAGAZINE READING. JOURNAL OF ADVERTISING RESEARCH, 1965, 5, 21-26. COMPARES FINDINGS OF THE PERSONAL INTERVIEW WITH THE SCALE METHOD TO DETERMINE READERSHIP AND PROJECT IT.

5274 SCHMIDT, B. CHANGING PATTERNS OF EYE MOVEMENT. JOURNAL OF READING, 1966, 9, 379-85. COMPARES EYE-MOVEMENT PATTERNS, READING RATE, AND READING COMPREHENSION OF 190 COLLEGE STUDENTS AT THE BEGINNING AND NEAR THE END OF A 16-WEEK READING IMPROVEMENT COURSE.

5275 SCHNEYER, J. W. READING ACHIEVEMENT OF FIRST GRADE CHILDREN TAUGHT BY A LINGUISTIC APPROACH AND BASAL READER APPROACH. THE READING TEACHER, 1966, 19, 647-52. COMPARES PERFORMANCE ON READING AND READING-RELATED ACHIEVEMENT TESTS OF 674 FIRST GRADERS WHO HAD BEEN RANDOMLY ASSIGNED TO EITHER A LINGUISTIC OR A BASAL READER APPROACH TO BEGINNING READING INSTRUCTION.

5276 SCHNEYER, J. W. USE OF THE CLOZE PROCEDURE FOR IMPROVING READING COMPREHENSION. THE READING TEACHER, 1965, 19, 174-79. A READING TEST WAS GIVEN TO 32 EXPERIMENTAL AND 34 CONTROL SIXTH-GRADE PUPILS BEFORE AND AFTER THE EXPERIMENTAL GROUP WAS GIVEN A SERIES OF 200-WORD CLOZE EXERCISES OF TWO TYPES TO DETERMINE THEIR EFFECT ON READING COMPREHENSION.

5277 SCHOEPHOERSTER, H., BARNHART, R., AND LOOMER, W. M. THE TEACHING OF PREREADING SKILLS IN KINDERGARTEN. THE READING TEACHER, 1966, 19, 352-57. COMPARES THE PERFORMANCE ON A READINESS TEST OF 490 ABILITY-GROUPED EXPERIMENTAL KINDERGARTEN PUPILS WHO RECEIVED PREREADING INSTRUCTION BASED ON A WORKBOOK AND 496 CONTROLS WHO RECEIVED INFORMAL PREREADING INSTRUCTION WITHOUT A WORKBOOK.

5278 SCHROEDER, LILY B. A STUDY OF THE RELATIONSHIPS BETWEEN FIVE DESCRIPTIVE CATEGORIES OF EMOTIONAL DISTURBANCE AND READING AND ARITHMETIC ACHIEVEMENT. EXCEPTIONAL CHILDREN, 1965, 32, 111-12. COMPARES THE READING AND ARITHMETIC ACHIEVEMENT OF 106 EMOTIONALLY DISTURBED CHILDREN (MEAN AGE 147.06 MONTHS) WHO WERE CLASSIFIED INTO FIVE CATEGORIES - PSYCHOSOMATIC PROBLEMS, AGGRESSIVE BEHAVIOR, SCHOOL DIFFICULTIES, SCHOOL PHOBIA, AND MEUROTIC-PSYCHOTIC PERSONALITIES.

5279 SCIORTINO, R. RELATIONSHIPS AMONG ORIGINALITY, INTELLIGENCE, SCHOLASTIC ACHIEVEMENT, AND SCHOLASTIC ABILITY. PSYCHOLOGICAL REPORTS, 1965, 17, 943-54. STUDIES THE RELATIONSHIPS BETWEEN SCORES ON MEASURES OF ORIGINALITY (A SOLUTIONS TEST ADMINISTERED TO 92 UNDERGRADUATES AND AN INTERPRETATIONS TEST ADMINISTERED TO 95 UNDERGRADUATES), AND SELECTED MEASURES OF INTELLIGENCE, SCHOLASTIC ABILITY, AND SCHOLASTIC ACHIEVEMENT.

5280 SEARS, D. O. OPINION FORMATION AND INFORMATION PREFERENCES IN AN ADVERSARY SITUATION. JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY, 1966, 2, 130-42. INFORMATION ABOUT A TRIAL WAS READ BY 100 UNDERGRADUATES IN FIVE EXPERIMENTAL CONTITIONS - NO SUMMATION OF EVIDENCE, STRONG DEFENSE SUMMATION, WEAK DEFENSE SUMMATION, BOTH DEFENSE AND PROSECUTION SUMMATIONS IN DIFFERING ORDERS OF PRESENTATION. MEASURES OF OPINION STRENGTH, EVALUATION OF SUMMATIONS, AND PREFERENCES FOR FURTHER INFORMATION WERE ADMINISTERED.

5281 SEARS, D. O., AND FREEDMAN, J. L. EFFECTS OF EXPECTED FAMILIARITY WITH ARGUMENTS UPON OPINION CHANGE AND SELECTIVE EXPOSURE. JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, 1965, 2, 420-26.

5282 SHELDON, W. D., AND LASHINGER, D. R. EFFECT OF FIRST GRADE INSTRUCTION USING BASAL READERS, MODIFIED LINGUISTIC MATERIALS AND LINGUISTIC READERS. THE READING TEACHER, 1966, 19, 576-79. COMPARES THE PRE- AND POST-TEST SCORES OF THREE GROUPS TOTALING 469 ENTERING FIRST-GRADE CHILDREN WHO WERE RANDOMLY ASSIGNED TO ONE OF THREE SETS OF MATERIALS DESIGNED FOR THE TEACHING OF BEGINNING READING.

5283 SILVAROLI, N. J. FACTORS IN PREDICTING CHILDREN'S SUCCESS IN FIRST GRADE READING. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 296-98. COEFFICIENTS OF MULTIPLE CORRELATION WERE COMPUTED BETWEEN THE SCORES ON SIX MEASURES OF READINESS FACTORS OBTAINED FOR 87 CHILDREN IN KINDERGARTEN AND IN GRADE ONE AND THEIR SCORES ON A READING ACHIEVEMENT TEST ADMINISTERED NEAR THE END OF THEIR FIRST-GRADE YEAR.

5284 SILVER, A. A., AND HAGIN, ROSA A. MATURATION OF PERCEPTUAL FUNCTIONS IN CHILDREN WITH SPECIFIC READING DISABILITY. THE READING TEACHER, 1966, 19, 253-59. FOR 18 ADULT SUBJECTS, TEN OF WHOM WERE CLASSIFIED AS CASES OF DEVELOPMENTAL READING DISABILITY, AND EIGHT AS CASES OF ORGANIC READING DISABILITY, FINDINGS FROM 1949-1951 MEASURES OF PERCEPTUAL FUNCTIONING, INTELLIGENCE, READING AND SPELLING ACHIEVEMENT WERE COMPARED WITH THOSE FROM MEASURES ADMINISTERED IN 1962.

5285 SILVERSTEIN, A. ACQUIRED WORD VALUE, VERBAL LEARNING AND RETENTION, REPLICATION AND EXTENSION. PSYCHOLOGICAL REPORTS, 1966, 18, 357-58. PRESENTS DATA DEMONSTRATING THE RELATION OF AFFECTIVITY TO VERBAL LEARNING. THIRTY-EIGHT MALE STUDENTS LEARNED LABELS FOR EIGHT PHOTOGRAPHS (RATED VERY PLEASANT OR INDIFFERENT), AS RESPONSES TO NONSENSE SYLLABLES, THEN LEARNED THE SYLLABLES AS RESPONSES TO TWO-DIGIT NUMBERS. SYLLABLE RECALL WAS TESTED EITHER IMMEDIATELY OR AFTER SEVEN DAYS.

5286 SIMMONS, W. R., AND ASSOCIATES RESEARCH, INC. PROFILE OF THE MILLIONS. (4TH ED.) NEW YORK, ADVERTISING RESEARCH FOUNDATION, INC., 1964. PRESENTS SURVEY FIGURES ABOUT THE READERSHIP OF SIX MAJOR NEWSPAPERS AND THE EVENING TELEVISION VIEWING IN THE NEW YORK METROPOLITAN AREA. DATA WERE OBTAINED FROM INTERVIEWS WITH A SAMPLE OF 5517 ADULTS 15 YEARS OF AGE AND OVER WHO LIVE IN SEPARATE HOUSEHOLDS IN THE SURVEY AREA.

5287 SINGER, H. A DEVELOPMENTAL MODEL FOR SPEED OF READING IN GRADES THREE THROUGH SIX. READING RESEARCH QUARTERLY, 1965, 1 (1), 29-49. A BATTERY OF SELECTED TESTS WAS ADMINISTERED TO 927 PUPILS, GRADES THREE TO SIX, IN AN ATTEMPT TO TEST THE DEVELOPMENTAL HYPOTHESIS OF THE SUBSTRATA-FACTOR THEORY, AND TO DEVELOP A MODEL WHICH IDENTIFIES AND REVEALS THE DEVELOPMENTAL NATURE OF THE FACTORS THAT ACCOUNT FOR IMPROVEMENT IN SPEED OF READING FROM GRADES THREE THROUGH SIX.

5288 SINGER, H. SUBSTRATA-FACTOR THEORY OF READING, RESEARCH AND EVALUATION OF CRITIQUES. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 325-31. OFFERS 40 REFERENCES IN AN ATTEMPT TO SUMMARIZE THE RESEARCH SUPPORT OF THE SUBSTRATA-FACTOR THEORY, AND EVALUATE SOME OF THE CRITIQUES ON DIFFERENT ASPECTS OF THE THEORY.

5289 SOAR, R. S. PUPIL NEEDS AND TEACHER-PUPIL RELATIONSHIPS. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 51-53. TO DETERMINE THE EFFECT OF EXHIBITED TEACHER CONTROL AND EMOTIONAL CLIMATE IN THE CLASSROOM ON STUDENTS' GROWTH IN VOCABULARY AND READING, PRE- AND POST-TESTS WERE ADMINISTERED IN 56 CLASSROOMS, GRADES THREE THROUGH SIX. OBSERVATION SCHEDULES WERE USED TO MEASURE CLIMATE AND CONTROL.

5290 SOLAN, H. A. SOME PHYSIOLOGICAL CORRELATES OF DYSLEXIA. AMERICAN JOURNAL OF OPTOMETRY AND ARCHIVES OF AMERICAN ACADEMY OF OPTOMETRY, 1966, 43, 3-9. SUMMARIZES FINDINGS FROM SIX STUDIES WHICH EXPLORE NEUROLOGICAL, PHYSIOLOGICAL AND FUNCTIONAL CORRELATES OF DYSLEXIA.

5291 SOMWARU, JWALLA P. A STUDY OF ACHIEVEMENT IN READING. A REPORT ON A PILOT PROJECT. ONTARIO JOURNAL OF EDUCATIONAL RESEARCH, 1965-66, 8, 105-21. PRESENTS FINDINGS IN AN INVESTIGATION OF RELATIONSHIPS AMONG PUPIL VARIABLES INCLUDING AGE, SEX, INTELLIGENCE, READINESS TEST SCORES, PHYSICAL AND SOCIAL CHARACTERISTICS, AND SCORES ON STANDARDIZED ACHIEVEMENT BATTERIES. SUBJECTS WERE 571 PUPILS OBSERVED AND TESTED FROM KINDERGARTEN THROUGH THE PRIMARY GRADES.

5292 SONENBERG, CHARLOTTE, AND GLASS, G. G. READING AND SPEECH, AN INCIDENCE AND TREATMENT STUDY. THE READING TEACHER, 1965, 19, 197-201. REPORTS INCIDENCE OF ARTICULATORY DEFECTS AMONG FORTY CHILDREN, AGED 7-16, WHO WERE REFERRED TO A READING CLINIC. COMPARES READING ACHIEVEMENT OF A SAMPLE OF FIVE MATCHED PAIRS, ALL OF WHOM RECEIVED REMEDIAL READING INSTRUCTION DURING SIX WEEKS, AND HALF OF WHOM RECEIVED SPEECH THERAPY DURING THE SAME PERIOD.

5293 SPACHE, G. D., ANDRES, MICAELA, C., CURTIS, H. A., ROWLAND, MINNIE L., AND FIELDS, MINNIE H. A LONGITUDINAL FIRST GRADE READING READINESS PROGRAM. THE READING TEACHER, 1966, 19, 580-84. COMPARES SCORES OBTAINED ON A STANDARDIZED BATTERY FOR EXPERIMENTAL AND CONTROL GROUPS COMPRISING 32 CLASSES EACH. EXPERIMENTAL CLASSES RECEIVED AN INTENSIFIED AND EXTENDED READINESS PROGRAM, CONTROLS RECEIVED A TYPICAL BASAL READER PROGRAM. RESULTS OF COROLLARY STUDIES OF THE GROWTH CURVES MEASURED BY EACH READINESS TEST, OF INTERCORRELATIONS OF READINESS SCORES, AND OF INTERACTIONS OF OTHER PUPIL AND TEACHER VARIABLES ARE REPORTED.

5294 SPACHE, G. D., AND BAGGETT, MARY E. WHAT DO TEACHERS KNOW ABOUT PHONICS AND SYLLABICATION5 THE READING TEACHER, 1965, 19, 96-99. ANALYZES THE PERFORMANCE OF 99 GRADUATE STUDENTS OF READING ON A TEST OF PHONIC PRINCIPLES AND INFORMAL TESTS OF SYLLABICATION AND SYLLABICATION PRINCIPLES. FINDINGS WERE COMPARED WITH THOSE OF A SIMILAR PREVIOUS STUDY.

5295 SPARKS, J. N., AND MITZEL, H. E. A REACTION TO HOLMES'S BASIC ASSUMPTIONS UNDERLYING THE SUBSTRATA-FACTOR THEORY. READING RESEARCH QUARTERLY, 1966, 1 (3), 137-45. PRESENTS A CRITICAL ANALYSIS OF J. A. HOLMES'S ARTICLE, BASIC ASSUMPTIONS UNDERLYING THE SUBSTRATA-FACTOR THEORY, WITH PARTICULAR REFERENCE TO STATISTICAL PROCEDURES, THE PROBLEM OF TEST VALIDITY, AND NEUROLOGICAL EVIDENCE USED IN SUPPORT OF THE THEORY.

5296 SPEASL, DOROTHY, AND HERRINGTON, JEWELL. A STUDY OF SOCIOECONOMIC LEVEL AND READING SUCCESS IN A SCHOOL WITH A CHANGING POPULATION. ILLINOIS SCHOOL RESEARCH, 1965, 2, 27-31. A SOCIO-ECONOMIC STATUS INDEX WAS USED TO DETERMINE WHETHER 65 SIXTH GRADERS DIFFER IN THEIR SOCIO-ECONOMIC DISTRIBUTION FROM 93 FIRST GRADERS IN THE SAME SCHOOL, AND TO DETERMINE WHETHER READING ACHIEVEMENT AND READING READINESS WERE ASSOCIATED WITH SOCIO-ECONOMIC LEVEL.

5297 SPENCER, DORIS U. INDIVIDUALIZED FIRST GRADE READING VERSUS A BASAL READER PROGRAM IN RURAL COMMUNITIES. THE READING TEACHER, 1966, 19, 595-600. COMPARES THE PERFORMANCE ON A BATTERY OF READING TESTS ADMINISTERED TO ALL FIRST-GRADE CHILDREN IN 12 CLASSES TAUGHT BY THE INDIVIDUALIZED READING METHOD AND 10 CLASSES FOLLOWING A BASAL READING PROGRAM.

5298 SPREEN, O. LANGUAGE FUNCTIONS IN MENTAL RETARDATION, A REVIEW, II. LANGUAGE IN HIGHER LEVEL PERFORMANCE. AMERICAN JOURNAL OF MENTAL DEFICIENCY, 1965, 70, 351-62. CITES 67 REFERENCES IN A REVIEW OF RESEARCH ON TWO MAJOR AREAS OF LANGUAGE FUNCTIONS IN MENTAL DEFICIENCY - ABSTRACTION IN LANGUAGE BEHAVIOR AND LANGUAGE AS VERBAL MEDIATOR IN CONCEPT FORMATION AND LEARNING.

5299 STANCHFIELD, JO M. BOYS' ACHIEVEMENT IN BEGINNING READING. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 290-93. REPORTS FINDINGS IN THE FIRST TWO YEARS OF A THREE-YEAR STUDY. PRE-INSTRUCTIONAL MEASURES OF I.Q., READING READINESS, AND READING DEVELOPMENT, AND A POST-TEST OF READING DEVELOPMENT WERE ADMINISTERED EACH YEAR TO ABOUT 500 FIRST GRADERS STRATIFIED FOR SEX AND SOCIO-ECONOMIC STATUS. PHASE ONE INVESTIGATED THE RELATIONSHIP OF SEX-SEGREGATED VERSUS BOY-GIRL INSTRUCTIONAL GROUPING ON BOYS' ACHIEVEMENT. PHASE TWO COMPARED BOYS' READING ACHIEVEMENT IN AN EXPERIMENTAL GROUP USING HIGH-INTEREST READERS WITH THAT OF BOYS IN A CONTROL GROUP USING STATE-ADOPTED BASAL READERS.

5300 STAUFFER, R. G. THE ROLE OF THE READING CONSULTANT. IN F. B. DAVID (ED.), MODERN EDUCATIONAL DEVELOPMENTS, ANOTHER LOOK. PROCEEDINGS OF THE EDUCATIONAL RECORDS BUREAU, 1966, 30, 177-90. REPORTS RESPONSES OF 53 READING SPECIALISTS TO A QUESTIONNAIRE CONCERNING THE READING CONSULTANT'S ROLE IN SCHOOL DISTRICTS. DATA PRESENTED INCLUDE EXTENT OF PROFESSIONAL TRAINING, MAJOR RESPONSIBILITIES, AND RATINGS OF COMMUNITY ACCEPTANCE AND OF PROBLEMS AFFECTING THE CONSULTANT'S WORK.

5301 STEMPEL, G. H. III, AND KLEISCH, R. E. WHICH READERS ARE REACHED IF PAPER EXPANDS COVERAGE5 JOURNALISM QUARTERLY, 1966, 43, 335-36. REPORTS RELATIONSHIP BETWEEN MASS MEDIA EXPOSURE AND CAMPUS NEWSPAPER READERSHIP FOR 230 RANDOMLY SELECTED UNDERGRADUATES.

5302 STEWART, M. J. WORKBOOKS, HELP OR HINDRANCE - ELEMENTARY ENGLISH, 1966, 43, 477-79. REVIEWS SOME AUTHORITIES' OPINIONS AND RESEARCH FINDINGS CONCERNING WORKBOOK USAGE. CITES 17 REFERENCES, SEVEN OF WHICH ARE RESEARCH STUDIES.

5303 STEWART, REBECCA W. I.T.A. -- AFTER TWO YEARS. ELEMENTARY ENGLISH, 1965, 42, 660-65. REPORTS OBJECTIVE DATA AND SUBJECTIVE OBSERVATIONS ON THE ON-GOING LEHIGH- BETHLEHEM I/T/A PROJECT, WHICH INVOLVED 349 I/T/A-TAUGHT AND 827 T.O.-TAUGHT FIRST GRADERS IN 1963-64 AND AN ADDITIONAL 926 I/T/A-TAUGHT AND 453 T.O.-TAUGHT FIRST GRADERS IN 1964-65.

5304 STONE, D. R. A SOUND-SYMBOL FREQUENCY COUNT. THE READING TEACHER, 1966, 19, 498-504. REPORTS BASIC FREQUENCY DATA FOR SOUND-SYMBOL RELATIONSHIPS TO 6000 SOUNDS IN WORDS COMMON TO FIVE BASAL PRIMARY READERS.

5305 STRANG, RUTH, AND ROGERS, CHARLOTTE. HOW DO STUDENTS READ A SHORT STORY, ENGLISH JOURNAL, 1965, 54, 819-23, 829. ANSWERS TO QUESTIONS AND UNSTRUCTURED RESPONSES ON A SHORT STORY BY 70 ELEVENTH-GRADE STUDENTS WERE CATEGORIZED, AND THE DIFFERENCES BETWEEN THE 14 HIGH-LEVEL READERS AND THE 14 LOW-LEVEL READERS WERE COMPUTED. PURPOSE WAS TO EXAMINE INDIVIDUAL DIFFERENCES IN THEIR INTERPRETIVE RESPONSES TO A SHORT STORY.

5306 SUMMARY RESEARCH ABSTRACTS. JOURNAL OF THE READING SPECIALIST, 1965, 5, 27-39. SHORT ABSTRACTS OF 27 SELECTED STUDIES ON VOCABULARY CLASSIFIED UNDER THE PRIMARY AND ELEMENTARY LEVELS.

5307 SUMMARY RESEARCH ABSTRACTS. JOURNAL OF THE READING SPECIALIST, 1965, 5, 70-78. SHORT ABSTRACTS OF 18 SELECTED STUDIES ON VOCABULARY CLASSIFIED UNDER THE ELEMENTARY, SECONDARY, AND COLLEGE LEVELS.

5308 SUMMARY RESEARCH ABSTRACTS. JOURNAL OF THE READING SPECIALIST, 1966, 5, 121-27. BRIEF SUMMARIES OF 13 SELECTED STUDIES CLASSIFIED UNDER EITHER VOCABULARY OR CONCEPTS AND/OR CRITICAL READING AT THE PRE-SCHOOL, PRIMARY, ELEMENTARY, OR COLLEGE LEVEL.

5309 SUMMARY RESEARCH ABSTRACTS. JOURNAL OF THE READING SPECIALIST, 1966, 5, 174-89. BRIEF SUMMARIES OF 32 SELECTED STUDIES CLASSIFIED UNDER EITHER CONCEPTS AND/OR CRITICAL READING OR METHODS AT THE PRIMARY, ELEMENTARY, SECONDARY, OR COLLEGE- ADULT LEVEL.

5310 SUMMERS, E. G., AND HUBRIG, B. DOCTORAL DISSERTATION RESEARCH IN READING REPORTED FOR 1963. JOURNAL OF READING, 1966, 9, 259-321, 386-401. AN ANNOTATED BIBLIOGRAPHY OF 65 DOCTORAL DISSERTATIONS IN READING REPORTED FOR 1963 AT ELEMENTARY, SECONDARY, AND COLLEGE AND ADULT LEVELS.

5311 SUTTON, MARJORIE H. FIRST GRADE CHILDREN WHO LEARNED TO READ IN KINDERGARTEN. THE READING TEACHER, 1965, 19, 192-96. COMPARES THE READING ACHIEVEMENT OF 147 FIRST-GRADE CHILDREN, 46 OF WHOM LEARNED TO READ IN KINDERGARTEN, 66 OF WHOM WERE KINDERGARTEN NON-READERS, AND 35 OF WHOM WERE NEWCOMERS TO THE SCHOOL.

5312 SZALAY, T. G. VALIDATION OF THE COLEMAN READABILITY FORMULAS. PSYCHOLOGICAL REPORTS, 1965, 17, 965-66. FIVE CLOZE TESTS WERE CONSTRUCTED FROM EACH OF SEVEN PASSAGES REPRESENTING SEVEN DIFFERENT LEVELS OF DIFFICULTY, AND ADMINISTERED TO 20 UNDERGRADUATE STUDENTS. THE PURPOSE WAS TO CROSS-VALIDATE THE COLEMAN READABILITY FORMULAS.

5313 TALBERT, DOROTHY G., AND MERRITT, C. B. THE RELATIVE EFFECTIVENESS OF TWO APPROACHES TO THE TEACHING OF READING IN GRADE V. THE READING TEACHER, 1965, 19, 183-86. EIGHTEEN FIFTH-GRADE CLASSES WERE ASSIGNED TO EITHER A BASAL READING PROGRAM OR TO A COMBINATION OF A SELF SELECTION WITH A BASAL READING PROGRAM. THE GROUPS WERE COMPARED ON ATTITUDE, ACHIEVEMENT, AND AMOUNT OF READING.

5314 TANNENBAUM, P. H., MACAULAY, JACQUELINE R., AND NORRIS, ELEANOR L. PRINCIPLE OF CONGRUITY AND REDUCTION OF PERSUASION. JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, 1966, 3, 233-38. BELIEF CONCERNING THREE HEALTH PRACTICES WAS MEASURED FOR 68 COLLEGE STUDENTS IN 12 EXPERIMENTAL GROUPS BEFORE AND AFTER STUDENTS WERE EXPOSED TO THREE MESSAGES WHICH ATTACKED THESE PRACTICES USING FOUR STRATEGIES SUGGESTED BY THE CONGRUITY PRINCIPLE.

5315 TANYZER, H. J., AND ALPERT, H. THREE DIFFERENT BASAL READING SYSTEMS AND FIRST GRADE TEACHING ACHIEVEMENT. THE READING TEACHER, 1966, 19, 636-42. REPORTS PERFORMANCE ON ACHIEVEMENT TESTS ADMINISTERED TO 643 FIRST GRADERS IN 17 CLASSES USING ONE OF THREE BASAL READING SYSTEMS. DISCUSSES PREDICTIVE VALIDITY OF EACH OF FOUR PRE-TESTS ADMINISTERED.

5316 TAYLOR, S. E. EYE MOVEMENTS IN READING, FACTS AND FALLACIES. AMERICAN EDUCATIONAL RESEARCH JOURNAL, 1965, 2, 187-202. REVIEWS RESEARCH ON EYE-MOVEMENTS IN READING IN AN ATTEMPT TO ANSWER 11 BASIC QUESTIONS RELATED TO THE OCULO-MOTOR ACTIVITY IN READING. INCLUDES 23-ITEM BIBLIOGRAPHY.

5317 TAYLOR, S. E. THE RELATIONSHIP OF THE OCULO-MOTOR EFFICIENCY OF THE BEGINNING READER TO SUCCESS IN LEARNING TO READ. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 358-61. REPORTS INTERIM FINDINGS FROM EYE-MOVEMENT PHOTOGRAPHY OF 95 FIRST AND SECOND GRADERS DURING THE SECOND YEAR OF A FOUR-YEAR STUDY OF RELATIONSHIPS BETWEEN CERTAIN OCULO-MOTOR PERFORMANCES AND READING ACHIEVEMENT.

5318 THOMAS, D. ORAL LANGUAGE OF CULTURALLY DISADVANTAGED KINDERGARTEN CHILDREN. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 448-50. VOCABULARY, SENTENCE LENGTH AND SYNTAX DATA FROM ORAL INTERVIEWS WITH 100 CULTURALLY DEPRIVED KINDERGARTENERS WERE COMPARED WITH SIMILAR DATA FROM TEMPLIN'S STUDY AND WITH VOCABULARY IN FIRST GRADE READERS AND PRIMARY WORD LIST.

5319 TINKER, KAREN J. THE ROLE OF LATERALITY IN READING DISABILITY. IN J. A. FIGEREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 300-03. REPORTS CORRELATIONS BETWEEN THE SCORES ON THREE LATERALITY AND TWO REVERSAL TESTS ADMINISTERED TO 67 MATCHED PAIRS OF DISABLED AND NORMAL READERS FROM GRADES TWO, FOUR, AND SIX.

5320 TOWNSEND, AGATHA. WHAT RESEARCH SAYS TO THE READING TEACHER, A BIBLIOGRAPHY ON SENSORY HANDICAPS. THE READING TEACHER, 1966, 19, 677-81. ANNOTATED BIBLIOGRAPHY OF 18 REPORTS DEALING WITH READING RESEARCH RELATED TO PUPILS WITH VISUAL, AUDITORY, AND SPEECH IMPAIRMENT.

5321 TOWNSEND, AGATHA. WHAT RESEARCH SAYS TO THE READING TEACHER, IN OTHER COUNTRIES AND LANGUAGES. THE READING TEACHER, 1966, 19, 293-97. BRIEF ANNOTATIONS OF TWENTY ARTICLES AND STUDIES ON READING IN OTHER COUNTRIES. REPORTS WERE SELECTED FOR THEIR ATTENTION TO PREPARING THE AMERICAN READER WITH THE NECESSARY BACKGROUND FOR ACCURATE INTERPRETATION.

5322 TOWNSEND, AGATHA. WHAT RESEARCH SAYS TO THE READING TEACHER, THE CLASSROOM TEACHER. THE READING TEACHER, 1966, 19, 529-35. REVIEWS 17 RECENT STUDIES RELATING TO PRE-SERVICE AND IN-SERVICE EDUCATION OF READING TEACHERS.

5323 TOWNSEND, AGATHA. WHAT RESEARCH SAYS TO THE READING TEACHER. THE SOCIOLOGY OF READING. THE READING TEACHER, 1965, 19, 125-27. AN ANNOTATED BIBLIOGRAPHY OF TWENTY STUDIES AND ARTICLES DEALING WITH AREAS OF COMMUNICATION, MASS MEDIA, ADULT READING, AND OTHER TOPICS RELATED TO THE SOCIOLOGY OF READING.

5324 TROLDAHL, V. C. STUDIES OF CONSUMPTION OF MASS MEDIA CONTENT. JOURNALISM QUARTERLY, 1965, 42, 596-606. A CRITICAL REVIEW OF RESEARCH ON THE CONSUMPTION OF MASS MEDIA CONTENT DURING THE PAST TEN YEARS, FOCUSING ON THE WAY MEDIA CONSUMPTION HAS BEEN MEASURED AND WHAT HAS BEEN LEARNED THROUGH USE OF EACH SUCH MEASURE. INCLUDES A FAIRLY LONG LIST OF BIBLIOGRAPHY.

5325 TROLDAHL, V. C., VAN DAM, R., AND ROBECK, G. B. PUBLIC AFFAIRS INFORMATION- SEEKING FROM EXPERT INSTITUTIONALIZED SOURCES. JOURNALISM QUARTERLY, 1965, 42, 403-12. COMPARES COMMUNICATION BEHAVIOR OF 93 PERSONS WHO DIRECTLY SOUGHT INFORMATION FROM DETROIT OFFICE OF CIVIL DEFENSE DURING CUBAN MISSILE CRISIS WITH A GENERAL POPULATION SAMPLE IN DETROIT.

5326 TULLER, D., AND EAMES, T. H. ELECTROENCEPHALOGRAMS OF CHILDREN WHO FAIL IN READING. EXCEPTIONAL CHILDREN, 1966, 32, 637. REPORTS FINDINGS FROM ELECTROENCEPHALIC EXAMINATION OF SIX THIRD GRADERS AND ONE FOURTH GRADER JUDGED UNIMPAIRED IN MENTAL AND PHYSICAL DEVELOPMENT WHO SCORED AT OR BELOW THE 25TH PERCENTILE ON A STANDARDIZED READING TEST. SUBJECTS' EEG TRACINGS WERE COMPARED WITH THOSE OF A GROUP OF CHILDREN JUDGED NORMAL.

5327 TULVING, E., MCNULTY, J. A., AND OZIER, MARCIA. VIVIDNESS OF WORDS AND LEARNING TO LEARN IN FREE-RECALL LEARNING. CANADIAN JOURNAL OF PSYCHOLOGY, 1965, 19, 242-52. REPORTS FINDINGS IN AN EXPLORATION OF THE RELATION BETWEEN VIVIDNESS AND FREE-RECALL OF NOUNS. THREE 16-WORD LISTS DIFFERING IN RATED VIVIDNESS OF CONSTITUENT WORDS, BUT APPROXIMATELY EQUAL IN RATED MEANINGFULNESS AND IN FREQUENCY-OF-OCCURRENCE, WERE LEARNED BY 24 FEMALE COLLEGE STUDENTS IN EIGHT STUDY AND RECALL TRIALS.

5328 TWINING, GERALDINE A. THE RELATIONSHIP OF PERSONALITY WITH READING ACHIEVEMENT. ILLINOIS SCHOOL RESEARCH, 1966, 2, 33-35. REPORTS COEFFICIENTS OF CORRELATION BETWEEN SCORES ON A PERSONALITY TEST AND A READING ACHIEVEMENT TEST ADMINISTERED TO FIFTY PRIMARY GRADE CHILDREN.

5329 VERGASON, G. A. RETENTION IN EDUCABLE RETARDED SUBJECTS FOR TWO METHODS OF INSTRUCTION. AMERICAN JOURNAL OF MENTAL DEFICIENCY, 1966, 70, 683-88. A GROUP OF 16 EDUCABLE RETARDED CHILDREN WERE TAUGHT 20 SIGHT WORDS, HALF BY A TRADITIONAL METHOD AND HALF BY AN AUTOMATED METHOD, THEIR RETENTION OF WORDS UNDER THE TWO METHODS WAS COMPARED AFTER ONE DAY, ONE MONTH, TWO MONTHS, AND FOUR MONTHS.

5330 WALDRIP, D. R. AN EXPERIMENT WITH THE SRA READING LABORATORY AT GRADE TWO. JOURNAL OF EDUCATIONAL RESEARCH, 1966, 59, 419-23. ANALYZES THE EFFECTIVENESS OF THE SRA READING LABORATORY AT GRADE TWO WHEN USED AS A SUPPLEMENT TO A BASAL PROGRAM AND WHEN USED AS A TOTAL READING PROGRAM FOR FORTY INSTRUCTIONAL DAYS.

5331 WALL, R. C. TEACHER ATTITUDES TOWARD READING EDUCATIONAL BOOKS AND PERIODICALS. ILLINOIS SCHOOL RESEARCH, 1965, 1, 14-19. THIRTEEN EXPERIMENTAL AND 37 CONTROL TEACHERS WERE ASKED TO RANK A LIST OF IN-SERVICE PROGRAMS IN ORDER OF THEIR IMPORTANCE AND EFFECTIVENESS IN CLASSROOM TEACHING, BEFORE AND AFTER SOME EDUCATIONAL BOOKS AND PERIODICALS WERE MADE AVAILABLE FOR EXPERIMENTAL TEACHERS FOR A PERIOD OF FOUR WEEKS.

5332 WATSON, R. L. EARLY IDENTIFICATION OF HIGH SCHOOL DROPOUTS. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 265-67. SIXTH GRADE READING SCORES WERE OBTAINED FROM RECORDS FOR THOSE WHO DROPPED OUT AND A RANDOM SAMPLE OF THOSE WHO GRADUATED RECENTLY FROM A HIGH SCHOOL, AND THE RELATIONSHIP BETWEEN GOOD AND POOR READING GRADUATES AND DROP-OUTS WAS EXAMINED WITH REGARD TO NINE FACTORS IDENTIFIED AS SIGNIFICANT TO DROPPING OUT OF HIGH SCHOOL.

5333 WEAVER, E. K., AND BLACK, E. THE RELATIONSHIP OF SCIENCE FICTION READING TO REASONING ABILITIES. SCIENCE EDUCATION, 1965, 49, 293-96. TWO GROUPS TOTALING 42 HIGH SCHOOL STUDENTS WERE IDENTIFIED AS FREQUENT READERS OF SCIENCE FICTION OR NON-READERS OF SCIENCE FICTION. A SCIENCE TEST WAS ADMINISTERED TO BOTH GROUPS TO DETERMINE WHETHER FREQUENT READING OF SCIENCE FICTION MEASURABLY INCREASES SCIENCE REASONING ABILITIES.

5334 WEINER, M., AND FELDMANN, SHIRLEY. VALIDATION STUDIES OF A READING PROGNOSIS TEST FOR CHILDREN OF LOWER AND MIDDLE SOCIO-ECONOMICS STATUS. EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT, 1963, 23, 807-14. REPORTS THE PROCEDURES AND FINDINGS OF A PILOT AND A MAIN STUDY WITH 40 AND 126 KINDERGARTEN CHILDREN FROM DIFFERENT SOCIO-ECONOMIC LEVELS TO VALIDATE AND REVISE A NEWLY-CONSTRUCTED PROGNOSIS TEST.

5335 WEISER, MARGARET G. THREE METHODS OF APPRAISING READING READINESS. ILLINOIS SCHOOL RESEARCH, 1965, 2, 23-26. AN INTELLIGENCE TEST AND A READINESS TEST WERE GIVEN, RESPECTIVELY, TO 24 CHILDREN IMMEDIATELY BEFORE AND WITHIN ONE MONTH AFTER KINDERGARTEN ENROLLMENT, TO DETERMINE THE VALIDITY OF THE TWO TESTS, SINGLY AND IN COMBINATION, IN PREDICTING READING ACHIEVEMENT. A CRITERION READING TEST WAS GIVEN AT THE END OF THE FIRST GRADE.

5336 WHITMAN, J. R. FORM OF INTERNAL AND EXTERNAL STRUCTURE AS FACTORS IN FREE-RECALL AND ORDERED RECALL OF NONSENSE AND MEANINGFUL WORDS. JOURNAL OF VERBAL LEARNING AND VERBAL BEHAVIOR, 1966, 5, 68-74. COMPARES PERFORMANCE OF 53 COMPARABLY EDUCATED ADULTS WHO LEARNED FOUR NINE-WORD LISTS COMPRISED OF TRIGRAMS IN DIFFERENT COMBINATIONS OF ASSOCIATION VALUES AND FORMS OF INTERNAL AND EXTERNAL STRUCTURES, FIRST BY FREE RECALL AND THEN BY ORDERED RECALL.

5337 WILKERSON, DOXEY A. PROGRAMS AND PRACTICES IN COMPENSATORY EDUCATION FOR DISADVANTAGED CHILDREN. REVIEW OF EDUCATIONAL RESEARCH, 1965, 35, 425-40. DISCUSSES TEN INVESTIGATIONS DIRECTED TOWARD ASSESSMENT OF THE EFFECTS OF COMPENSATORY EDUCATIONAL PROGRAMS DESCRIBED AS COMPREHENSIVE, READING IMPROVEMENT, MULTI-RACIAL MATERIALS, PRE-SCHOOL, AND DROPOUT PROGRAMS. OFFERS 10-ITEM BIBLIOGRAPHY AND 11 ADDITIONAL REFERENCES.

5338 WILSON, R. C., AND SHAFFER, E. J. READING COMICS TO LEARN. ELEMENTARY SCHOOL JOURNAL, 1965, 66, 81-82. EACH OF 63 THIRD-GRADE CHILDREN WAS SHOWN A TEXTBOOK, A COMIC STRIP, AND A TYPEWRITTEN PAGE, REPRESENTING THE SAME CONTEXT, AND WAS ASKED TO SELECT THE ONE HE PREFERS TO READ AS A SOURCE OF INFORMATION.

5339 WILSON, R. M. ORAL READING IS FUN. THE READING TEACHER, 1965, 19, 41-43. ALL SIXTH-GRADE PUPILS IN AN ELEMENTARY SCHOOL WERE GIVEN AN ORAL READING TEST BEFORE AND AFTER A TECHNIQUE OF TEACHING ORAL READING WAS PROVIDED TO THEM IN A 24-WEEK PERIOD.

5340 WINKLER, R. C., TEIGLAND, J. J., MUNGER, P. F., AND KRANZLER, G. D. THE EFFECTS OF SELECTED COUNSELING AND REMEDIAL TECHNIQUES ON UNDERACHIEVING ELEMENTARY SCHOOL STUDENTS. JOURNAL OF COUNSELING PSYCHOLOGY, 1965, 12, 384-87. COMPARES GRADE POINT AVERAGES AND SCORES ON A PERSONALITY TEST FOR THREE EXPERIMENTAL AND TWO CONTROL GROUPS OF 108 UNDER-ACHIEVING FOURTH-GRADE PUPILS BEFORE AND AFTER THE DIFFERENT TREATMENTS FOR 14 ONE-HALF HOUR SESSIONS.

5341 WINNICK, WILMA A., AND KRESSEL, K. TACHISTOSCOPIC RECOGNITION THRESHOLDS, PAIRED-ASSOCIATE LEARNING, AND FREE RECALL AS A FUNCTION OF ABSTRACTNESS-CONCRETENESS AND WORD FREQUENCY. JOURNAL OF EXPERIMENTAL PSYCHOLOGY, 1965, 70, 163-68. REPORTS THE RESULTS OF FOUR EXPERIMENTS CARRIED OUT WITH UNDERGRADUATE STUDENTS TO COMPARE THE EFFECTS OF 16 ABSTRACT AND 16 CONCRETE WORDS, WITH LOW AND HIGH FREQUENCY, ON TACHISTOSCOPIC RECOGNITION, PAIRED ASSOCIATE LEARNING, IMMEDIATE RECALL, AND MEAN NUMBER OF ASSOCIATIONS.

5342 WRIGHT, J. C. HIGH SCHOOL STUDENTS IN A COLLEGE READING CLASS. JOURNAL OF READING, 1966, 9, 238-41. SUBJECTIVE ESTIMATES OF PROGRESS AS WELL AS PRE- AND POST-READING TEST SCORES WERE COMPARED FOR 11 HIGH SCHOOL STUDENTS AND 18 COLLEGE COLLEGE STUDENTS WHO WERE ENROLLED IN AN EIGHT-WEEK COLLEGE-LEVEL READING CLASS.

5343 WYATT, NITA M. THE READING ACHIEVEMENT OF FIRST GRADE BOYS VERSUS FIRST GRADE GIRLS. THE READING TEACHER, 1966, 19, 661-65. THIRTY CLASSROOMS WERE ORGANIZED TO DETERMINE WHETHER BOYS WOULD ACHIEVE BETTER IN READING IF TAUGHT SEPARATELY FROM GIRLS. ADAPTATIONS OF LINGUISTIC MATERIALS AND PACING OF INSTRUCTION WERE VARIED IN SOME OF THE SUBGROUPS. READING TESTS GIVEN AFTER 140 DAYS OF INSTRUCTION WERE THE CRITERION MEASURES.

5344 YOST, F. D. ATTITUDE SCALING OF MAGAZINE STATEMENTS. JOURNALISM QUARTERLY, 1966, 43, 126-29. INVESTIGATOR USED A THURSTON-TYPE SCALE TO MEASURE FAVORABILITY-UNFAVORABILITY DIMENSION OF EXPRESSED ATTITUDES OF SELECTED 1965 PUBLICATIONS TOWARDS THE ISSUE OF FEDERAL AID TO PRIVATE EDUCATION.

5345 ZIMMERMAN, IRLA L., AND ALLEBRAND, G. N. PERSONALITY CHARACTERISTICS AND ATTITUDES TOWARD ACHIEVEMENT OF GOOD AND POOR READERS. JOURNAL OF EDUCATIONAL RESEARCH, 1965, 59, 28-30. COMPARES THE SCORES ON A PERSONALITY TEST AND AN ATTITUDE-TOWARD-ACHIEVEMENT TEST OF 71 POOR READERS AND 82 GOOD READERS FROM GRADES FOUR AND FIVE, WHO WERE MATCHED ON SEVERAL VARIABLES AND CONTRASTED ON READING ABILITY.

6253 ABRAMS,A.G. THE RELATION OF LISTENING AND READING COMPREHENSION TO SKILL IN MESSAGE STRUCTURALIZATION. JOURNAL OF COMMUNICATION, 1966, 16,116-25. (IV-8) CORRELATES THE ABILITY TO STRUCTURALIZE WITH LISTENING AND READING COMPREHENSION . LISTENING WAS ALSO CORELATED WITH READING COMPREHENSION. SUBJECTS WERE 76 MALE AND 24 FEMALE HIGH SCHOOL SENIORS IN A PRE-COLLEGE SUMMER PROGRAM.

6254 ALWITT, LINDA F. ATTENTION IN A VISUAL TASK AMONG NON-READERS AND READERS. PERCEPTUAL AND MOTOR SKILLS, 1966, 23, 361-62. (IV-12) REPORTS AN EXPERIMENT IN WHICH A NON-READING VARIATION OF THE STROOP COLOR-WORD TEST WAS ADMINISTERED TO 18 DISABLED READERS OF AVERAGE WISC I.Q. AND TO AN AGE-MATCHED GROUP OF 18 AVERAGE READERS.

6255 AMBLE, B. R. + BUTLER, G. PHRASE-READING TRAINING AND THE READING ACHIEVEMENT OF SLOW LEARNERS - AN EXPERIMENTAL STUDY. JOURNAL OF SPECIAL EDUCATION, 1967, 1, 119-23. (V-10) COMPARES 28 SUBJECTS IN A PHRASE-READING PROGRAM WITH 26 SUBJECTS IN AN ESTABLISHED READING PROGRAM ON THE IOWA SILENT READING TEST AND A CRITERION PHRASE TEST AFTER THREE WEEKS OF INSTRUCTION.

6256 AMBLE, B. R., + MUEHL, S. PERCEPTUAL SPAN TRAINING AND READING ACHIEVEMENT OF SCHOOL CHILDREN. JOURNAL OF EDUCATIONAL PSYCHOLOGY, 1966, 57, 192-206. (V-5) DETERMINES THROUGH THREE EXPERIMENTS THE EFFECTIVENESS OF A PHRASE-TRAINING PROGRAM WITH PUPILS AT GRADES FIVE AND SIX AND WITH RETARDED READERS FROM GRADES SIX THROUGH TWELVE. TEN SEPARATE FILMS WERE CONSTRUCTED, EACH CONTAINING 260 DIFFERENT PHRASES COMPOSED OF WORDS FROM POST-TEST ITEMS AND STANDARDIZED TESTS. POST-TESTS GIVEN AFTER THREE MONTHS WERE ADMINISTERED TO PART OF THE SUBJECTS.

6257 AMES, W. S. THE DEVELOPMENT OF A CLASSIFICATION SCHEME OF CONTEXTUAL AIDS. READING RESEARCH QUARTERLY, 1966, 2 (1), 57-82. (IV-16) IDENTIFIES 14 TYPES OF CONTEXTUAL CLUES THAT FACILITATE COMPREHENSION IN READING. SUBJECTS WERE TWENTY GRADUATE STUDENTS WHO READ A DIFFERENT SELECTION OF APPROXIMATELY 1500 WORDS. CATEGORIES WERE DETERMINED FROM SUBJECTS' INTROSPECTIVE VERBAL RESPONSES TO NONSENSE WORDS WHICH REPLACED EVERY FIFTIETH MEANING-BEARING WORD.

6258 ANASTASIOW, N. J., + HANSEN, D. CRITERIA FOR LINGUISTIC READING PROGRAMS, ELEMENTARY ENGLISH, 1967, 44, 231-35. (V-11) DESCRIBES CONSTRUCTION OF AN INSTRUMENT DESIGNED TO MEASURE SKILLS DEVELOPED IN A LINGUISTIC APPROACH TO FIRST-GRADE READING. SUBJECTS WERE 95 PUPILS IN CONVENTIONAL PROGRAMS AND 137 PUPILS IN MODIFIED LINGUISTIC PROGRAMS.

6259 ANDERSON, H. E., JR., WHITE, W. F., BUSHAW, W. L., + OLSON, A. V. RELATIVE IMPORTANCE OF READING READINESS FACTORS AS PERCEIVED BY VARIOUS TEACHER GROUPS. PERCEPTUAL AND MOTOR SKILLS, 1967, 24, 899-902. (II) REPORTS TEACHERS RANKING OF EIGHT READING READINESS FACTORS, ACCORDING TO THEIR IMPORTANCE TO BEGINNING READING. TEACHERS WHO RATED FACTORS WERE 169 MALES AND 213 FEMALES. OF THESE, 193 HAD ELEMENTARY SCHOOL TEACHING EXPERIENCE - 120, SECONDARY - AND 69 HAD NO TEACHING EXPERIENCE.

6260 ANDERSON, J. THE READABILITY OF AUSTRALIAN NEWSPAPERS. AUSTRALIAN JOURNAL OF PSYCHOLOGY, 1966, 18, 80-83. (III-3) COMPARES MEAN READING DIFFICULTY AMONG NINE DAILY NEWSPAPERS AND FIVE SUNDAY PAPERS. FLESCH'S READABILITY FORMULA WAS APPLIED TO AN AVERAGE OF FOURTEEN ONE-HUNDRED WORD PASSAGES SELECTED FROM EACH OF NINE DAILY NEWSPAPERS DURING ONE WEEK, AND TO 22 PASSAGES SELECTED FROM EACH OF FIVE SUNDAY PAPERS ON TWO SUNDAYS.

6261 APPLEBEE, BERNICE L. FRIENDSHIP FLUCTUATIONS - A CLUE TO READING ACHIEVEMENT. ILLINOIS SCHOOL RESEARCH, 1966, 3, 47-52. (IV-11) INVESTIGATES THE RELATIONSHIPS AMONG MEASURES OF READING READINESS, READING ACHIEVEMENT, INTELLIGENCE, AND SOCIOMETRIC STATUS FOR A TOTAL OF 151 FIRST GRADERS AND 211 THIRD GRADERS FROM THREE PUBLIC SCHOOLS AND ONE UNIVERSITY LABORATORY SCHOOL.

6262 ATKIN, K. L. MEDIA DECISION - COLLEGE NEWSPAPER VERSUS NATIONAL MAGAZINE. JOURNALISM QUARTERLY, 1967, 44, 79-85. (III-1) ANALYZES QUESTIONNAIRE DATA FROM A STRATIFIED SAMPLE OF 311 UNIVERSITY STUDENTS TO COMPARE MEASURES OF ADVERTISING EFFECTIVENESS FOR AN AD WHICH APPEARED SIMULTANEOUSLY IN A NATIONAL NEWS MAGAZINE AND IN A UNIVERSITY DAILY.

6263 ATKINS, A. L., DEAUX, KAY K., + BIERI, J. LATITUDE OF ACCEPTANCE AND ATTITUDE CHANGE - EMPIRICAL EVIDENCE FOR A REFORMATION. JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, 1967, 6, 47-54. (III-11) REPORTS AN EXPERIMENT IN WHICH 54 MALE UNDERGRADUATES REFLECTING PRO, NEUTRAL, AND ANTI OWN-ATTITUDE POSITIONS TOWARD FRATERNITIES, JUDGED THE ATTITUDE EXPRESSED TOWARD FRATERNITIES IN A SERIES OF STATEMENTS AND IN ONE OF THREE POSSIBLE PERSUASIVE COMMUNICATION S.

6264 BAILEY, MILDRED H. THE UTILITY OF PHONIC GENERALIZATIONS IN GRADES ONE THROUGH SIX. THE READING TEACHER, 1967, 20, 413-18. (V-8) COMPUTES PERCENTAGE OF UTILITY FOR EACH OF 45 PHONICS GENERALIZATIONS. THE COMPUTATION WAS BASED ON A CHECK OF 5,773 WORDS SELECTED FROM EIGHT DIFFERENT BASAL READING SERIES.

6265 BAKKER, D. SENSORY DOMINANCE IN NORMAL AND BACKWARD READERS. PERCEPTUAL AND MOTOR SKILLS, 1966, 23, 1055-58. (IV-12) MEASURES AND COMPARES DIFFERENCES BETWEEN THRESHOLDS OF VISUAL AND KINAESTHETIC SENSITIVITY FOR TEN NORMAL READERS VERSUS TEN NON-RESIDENT AND TWELVE RESISTANT BACKWARD READERS AGED 12 TO 13.

6266 BAKKER, D. J. TEMPORAL ORDER, MEANINGFULNESS, AND READING ABILITY. PERCEPTUAL AND MOTOR SKILLS, 1967, 24, 1027-30. (IV-12) COMPARES THE RETENTION OF TEMPORAL SEQUENCES OF A SERIES OF MEANINGFUL AND MEANINGLESS ITEMS PROJECTED TACHISTOSCOPICALLY TO TWO READING GROUPS TOTALLING 54 BOYS, AGED TEN TO FIFTEEN YEARS, WITH LEARNING DISORDERS.

6267 BARRETT, C. PATRICIA, + BARRETT, G. V. ENJOYMENT OF STORIES IN TERMS OF ROLE IDENTIFICATION. PERCEPTUAL AND MOTOR SKILLS, 1966, 23, 1164. (IV-15) REPORTS THE EXPRESSED PREFERENCES OF FORTY URBAN NEGRO FOURTH GRADERS (21 BOYS AND 19 GIRLS) FOR A STORY ABOUT A WHITE BOY IN THE U. S., A BOY IN A FOREIGN LAND, OR AN URBAN NEGRO BOY.

6268 BARRETT, R. C. PERFORMANCE ON SELECTED PREREADING TASKS AND FIRST-GRADE READING ACHIEVEMENT. IN J. A. FIGUREL (ED.) VISTAS IN READING. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1966, 11, 461-64. (V-11) CORRELATES SEVEN PRE-READING TASKS AND FIRST-GRADE READING ACHIEVEMENT AND INVESTIGATES THE PREDICTIVE RELATIONSHIP BETWEEN SUCCESS ON THE PRE-READING TASKS AND FIRST- GRADE READING ACHIEVEMENT FOR 2,468 SUBJECTS.

6269 BARRILLEAUX, L. E. AN EXPERIMENT ON THE EFFECTS OF MULTIPLE LIBRARY SOURCES AS COMPARED TO THE USE OF A BASIC TEXTBOOK IN JUNIOR HIGH SCHOOL SCIENCE. JOURNAL OF EXPERIMENTAL EDUCATION, 1967, 35, 27-35. (V-8) ANALYZES DIFFERENCES IN THE EFFECT OF TREATMENTS IN FIVE CATEGORIES OF EDUCATIONAL OUTCOMES. SUBJECTS WERE DIVIDED INTO TWO GROUPS OF 21 PUPILS. THEY WERE ASSIGNED EITHER TO TEXT-CENTERED SCIENCE INSTRUCTION OR TO SCIENCE INSTRUCTION CENTERED AROUND USE OF LIBRARY RESOURCES DURING EIGHTH AND NINTH GRADES.

6270 BAUERNFEIND, R. H. TEACHER PREFERENCES FOR TYPES OF STANDARDIZED TESTS - STUDIES IN THREE ILLINOIS SCHOOL DISTRICTS, 1964-1965. JOURNAL OF EDUCATIONAL MEASUREMENT, 1967, 4, 11-14. (II) TABULATES TEACHER PREFERENCES FOR 41 DIFFERENT TYPES OF STANDARDIZED TEST INFORMATION (READING COMPREHENSION, GENERAL VOCABULARY, NON-VERBAL ABILITY, ETC.). TEACHERS POLLED WERE FROM THREE SCHOOL DISTRICTS (N=101, 384, AND 47).

6271 BELMONT, LILLIAN, + BIRCH, H. G. THE INTELLECTUAL PROFILE OF RETARDED READERS. PERCEPTUAL AND MOTOR SKILLS, 1966, 6, 787-816. (IV-12) ANALYZES THE PATTERNING OF INTELLECTUAL FUNCTIONS AS DETERMINED BY SCORES ON AN INDIVIDUALLY ADMINISTERED INTELLIGENCE MEASURE. SUBJECTS WERE 150 MALE RETARDED READERS AND 50 MALE NORMAL READERS WHO WERE MATCHED ON AGE AND GRADE PLACEMENT.

6272 BENNETT, H. S. ENGLISH BOOKS + READERS 1558-1603. CAMBRIDGE - CAMBRIDGE UNIVERSITY PRESS, 1965. (III-M. STUDIES THE BOOK TRADE AND THE READING PUBLIC IN ELIZABETHAN ENGLAND.

6273 BENNETT, L. M., + CLODFELTER, CHERIE. A STUDY OF THE INTEGRATION OF AN EARTH SCIENCE UNIT WITHIN THE READING PROGRAM OF A SECOND GRADE BY UTILIZING THE WORD ANALYSIS APPROACH. SCHOOL SCIENCE AND MATHEMATICS, 1966, 66, 729-36. (V-4) COMPARES PRE- AND POST-INSTRUCTIONAL MEASURE OF SCIENTIFIC VOCABULARY AND INFORMATION. SUBJECTS WERE 174 SECOND GRADERS WHO WERE DIVIDED INTO ONE CONTROL AND TWO EXPERIMENTAL GROUPS.

6274 BERGER, A. EFFECTIVENESS OF FOUR METHODS OF INCREASING READING RATE, COMPREHENSION, AND FLEXIBILITY. PERCEPTUAL AND MOTOR SKILLS, 1967, 24, 948-50. (V-6) COMPARES THE READING EFFICIENCY OF 179 UNIVERSITY FRESHMEN TAUGHT BY ONE OF FOUR METHODS (TACHISTOSCOPIC, CONTROLLED READER, CONTROLLED PACING, AND PAPERBACK SCANNING) WITH THAT OF 76 SUBJECTS IN A CONTROL GROUP.

6275 BERGER, A. SELECTED REVIEW OF STUDIES ON THE EFFECTIVENESS OF VARIOUS METHODS OF INCREASING READING EFFICIENCY. JOURNAL OF THE READING SPECIALIST, 1966, 6, 74-87. (I) REVIEWS IN CHRONOLOGICAL ORDER RESEARCH STUDIES CONCERNING READING RATE. ONE HUNDRED AND TWENTY THREE SOURCES ARE CITED AND SUMMARY TABLE OF 26 STUDIES IS INCLUDED.

6276 BERNARD, J. ACHIEVEMENT TEST NORMS AND TIME OF YEAR OF TESTING. PSYCHOLOGY IN THE SCHOOLS, 1966, 3, 273-75. (V-11) INVESTIGATES EFFECTS OF TIME OF YEAR OF TESTING ON SCORES ON STANDARDIZED TEST BATTERIES. MEANS OBTAINED IN SEPTEMBER TESTING WERE COMPARED WITH MEANS PREDICTED FROM JUNE SCORES BY THE PUBLISHED NORMS TABLE FOR THE BATTERY.

6277 BLANK, MARION, + BRIDGER, W. H. DEFICIENCIES IN VERBAL LABELING IN RETARDED READERS. AMERICAN JOURNAL OF ORTHOPSYCHIATRY, 1966, 36, 840-47. (IV-12) COMPARES PERFORMANCE ON EACH OF THREE DIFFERENT TASKS REQUIRING CONVERSION OF VISUAL-TEMPORAL TO VISUAL-SPATIAL PATTERNS FOR 13 RETARDED READERS VERSUS 13 NORMAL READERS. GROUPS WERE APPROXIMATELY EQUATED FOR AGE (NINE YEARS) AND I.Q.

6278 BLIESMER, E. P. 1964 REVIEW OF RESEARCH IN COLLEGE-ADULT READING. IN E. L. THURSTON + L. E. HAFNER (EDS.), THE PHILOSOPHICAL AND SOCIOLOGICAL BASES OF READING. YEARBOOK OF THE NATIONAL READING CONFERENCE, 1965, 14, 237-56. (I) REVIEWS 78 STUDIES AND REVIEWS OF RESEARCH RELATING TO COLLEGE-ADULT READING. MOST OF THE STUDIES CITED WERE PUBLISHED DURING THE YEAR PREVIOUS TO SEPTEMBER 1964.

6279 BLOM, G. E., WAITE, R. R., + ZIMET, SARA F. ETHNIC INTEGRATION AND URBANIZATION OF A FIRST GRADE READING TEXTBOOK - A RESEARCH STUDY. PHYCHOLOGY IN THE SCHOOLS, 1967, 4, 176-81. (V-8) ANALYZES CONTENT OF 118 STORIES IN A MULTI-ETHNIC FIRST-GRADE SERIES. ASSESSED DIMENSIONS INCLUDING THEME, CHARACTER ATTRIBUTES, ENVIRONMENT, AND SUCCESS-FAILURE RATIO WERE COMPARED WITH DATA FROM A PREVIOUS STUDY ANALYZING TWELVE POPULAR READING SERIES.

6280 BLOUNT, N. S. SUMMARY OF INVESTIGATIONS RELATING TO THE ENGLISH JOURNAL, 1967, 56, 681-96. (I) ABSTRACTS SOME RECENT STUDIES ON SECONDARY SCHOOL ENGLISH, THREE OF WHICH DEAL WITH READING.

6281 BOCHNER, S., + INSKO, C. A. COMMUNICATOR DISCREPANCY, SOURCE CREDIBILTY, AND OPINION CHANGE. JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, 1966, 4, 614-21. (III-10) MEASURES OPINION REGARDING OPTIMAL AMOUNT OF SLEEP, DISPARAGEMENT OF THE COMMUNICATION, AND DISPARAGEMENT OF THE SOURCE. SUBJECTS WERE 504 UNDERGRADUATES WHO WERE EXPOSED TO COMMUNICATIONS ADVOCATING DIFFERING AMOUNTS OF SLEEP AND ASCRIBED TO EITHER A HIGH-CREDIBLE OR A LOW-CREDIBLE SOURCE

6282 BORDEAUX, ELIZABETH A., + SHOPE, N. H. AN EVALUATION OF THREE APPROACHES TO TEACHING READING IN FIRST GRADE. THE READING TEACHER, 1966, 20, 6-11. (V-4) COMPARES PRE- AND POST-INSTRUCTIONAL SCORES ON MEASURES INCLUDING READING ACHIEVEMENT FOR PUPILS TAUGHT READING BY MEANS OF - 1. A BASAL READER APPROACH (TEN CLASSROOMS), 2. A BASAL READER PLUS INTENSIVE PHONICS (NINE CLASSROOMS), OR 3. A BASAL READER PLUS INTENSIVE PHONICS PLUS SENSORY EXPERIENCE (NINE CLASSROOMS).

6283 BORMUTH, J. R. COMPARABLE CLOZE AND MULTIPLE-CHOICE COMPREHENSION TEST SCORES. JOURNAL OF READING, 1967, 10, 291-99. (V-11) REPORTS THE CONSTRUCTION OF A FIFTY-ITEM CLOZE TEST AND A 31-ITEM MULTIPLE CHOICE TEST FOR EACH OF NINE 275 WORD PASSAGES. THE TESTS WERE ADMINISTERED TO 100 FOURTH- AND FIFTH-GRADE PUPILS . COMPARABLE CLOZE AND MULTIPLE CHOICE SCORES WERE CALCULATED.

6284 BORNHOLDT, J. N., JR. SHOULD THE STUDENT PRESS BE MORE SERIOUS. JOURNALISM QUARTERLY, 1966, 43, 560-62. (III-4) PRESENTS FINDINGS IN AN INVESTIGATION OF THE PER CENT OF SPACE IN THIRTY ISSUES OF A UNIVERSITY DAILY ALLOTED TO TYPES OF NEWS ITEMS RATED INTERESTING AND/OR IMPORTANT IN A QUESTIONNAIRE SURVEY OF EIGHTY UNIVERSITY NEWSPAPER READERS.

6285 BOWMAN, MORNA E. SOME RELATIONSHIPS BETWEEN FLEXIBLE AND INFLEXIBLE READERS. SUBJECTS WERE 30 MALES AND 32 FEMALES ENROLLED IN A COLLEGE READING COURSE WHO WERE ADMINISTERED TEST OF FLEXIBILITY AND PRE- AND POST-INSTRUCTIONAL TESTS OF READING ACHIEVEMENT.

6286 BOYD, R. RATE OF COMPREHENSION IN READING AMONG SIXTH FORM PUPILS IN NEW ZEALAND SCHOOLS. THE READING TEACHER, 1966, 20, 237-41. (IV-9) ANALYZES SCORES ON AN INVESTIGATOR-PREPARED READING TEST ADMINISTERED TO 103 GIRLS AND 138 BOYS. AMONG DATA PRESENTED WERE COEFFICIENTS OF CORRELATION BETWEEN RATE AND ASSIGNED PURPOSE OF READING.

6287 BROERSE, A. C., + ZWAAN, E. J. THE INFORMATION VALUE OF INITIAL LETTERS IN THE IDENTIFICATIO N OF WORDS. JOURNAL OF VERBAL LEARNING AND VERBAL BEHAVIOR, 1966, 5, 441-46. (IV-6) PRESENTS FINDINGS IN AN EXPERIMENT REQUIRING SUBJECTS TO IDENTIFY SEVEN-LETTER DUTCH NOUNS HAVING EITHER INITIAL OR FINAL LETTERS DELETED. A DIFFERENT 12-NOUN LIST WAS PRESENTED TO EACH OF TWO 24-SUBJECT GROUPS.

6288 BROWN, K. L. SPEECH AND LISTENING IN LANGUAGE ARTS TEXTBOOKS, PART I - PART II. ELEMENTARY ENGLISH, 1967, 44, 336-41 - 461-65, 467. (V-8) ANALYZES CONTENT OF 54 TEXTBOOKS IN 14 LANGUAGE ARTS SERIES PUBLISHED FROM 1959 THROUGH 1964 TO DETERMINE RELATIVE EMPHASIS ON SPEECH AND LISTENING ACTIVITIES, TO CLASSIFY TYPES OF ACTIVITIES, AND TO IDENTIFY PRINCIPLES STRESSED AND LEARNING EXPERIENCES RECOMMENDED IN GRADES THREE THROUGH SIX.

6289 BRYDEN, M. P. LEFT-RIGHT DIFFERENCES IN TACHISTOSCOPIC RECOGNITION - DIRECTIONAL SCANNING OR CEREBRAL DOMINANCE. PERCEPTUAL AND MOTOR SKILLS, 1966, 23, 1127-34. (IV-6) COMPARES LEFT-RIGHT DIFFERENCES IN THE VISUAL RECOGNITION OF SINGLE AND MULTIPLE LETTER STIMULI FOR 26 RIGHT-HANDED UNDERGRADUATES, AS WELL AS COMPARES MEAN RECOGNITION SCORES FOR NORMALLY-ORIENTED AND MIRROR-IMAGED LETTERS FOR 46 UNDERGRADUATE SUBJECTS. STIMULI WERE TACHISTOSCOPICALLY PRESENTED IN VARYING POSITIONS IN THE VISUAL FIELD.

6290 BURTON, LOUISE P. RELIGION IN THE 'QUALITIES' COVERAGE IN HARPER'S AND ATLANTIC, 1955-65. JOURNALISM QUARTERLY, 1967, 44, 138-40. (III-2) ANALYZES THE EXTENT AND TYPE (SUBJECT, RELIGIOUS POSITION, AND SOURCE) OF RELIGIOUS COVERAGE IN ALL ISSUES OF TWO QUALITY MAGAZINES DURING 1955-65.

6291 BUSS, LINDA J. MOTIVATIONAL VARIABLES AND INFORMATION SEEKING IN THE MASS MEDIA. JOURNALISM QUARTERLY, 1967, 44, 130-33. (III-1) DETERMINES THROUGH STRUCTURED INTERVIEWS AND TESTS THE RELATIONSHIP BETWEEN 31 MIDDLE-CLASS URBAN HOUSEWIVES' MEASURED NEED FOR COGNITION AND OTHER VARIABLES AND MEASURES OF TYPE AND EXTENT OF MEDIA EXPOSURE.

6292 CAMP, W. L. A CLASSROOM EXPERIMENT IN THE TEACHING OF READING. JOURNAL OF THE READING SPECIALIST, 1966, 6, 70-73. (V-4) COMPARES RESULTS IN FIRST-GRADE READING ACHIEVEMENT FOR ONE CLASS (22 SUBJECTS) TAUGHT BY A PHONICS METHOD AND THREE CLASSES (19,27, AND 23 SUBJECTS) TAUGHT BY A WHOLE-WORD METHOD.

6293 CAPOBIANCO, R. J. OCULAR-MANUAL LATERALITY AND READING ACHIEVEMENT IN CHILDREN WITH SPECIAL LEARNING DISABILITIES. AMERICAN EDUCATIONAL RESEARCH JOURNAL, 1967, 4, 133-38. (IV-10) COMPARES READING ACHIEVEMENT LEVEL FOR A GROUP OF 25 SUBJECTS, AGED SEVEN TO SIXTEEN, WHO WERE ASSESSED AS HAVING AN ESTABLISHED PATTERN OF LATERAL DOMINANCE AND A GROUP OF 16 HAVING A NON-ESTABLISHED DOMINANCE PATTERN.

6294 CAPOBIANCO, R. J. OCULAR-MANUAL LATERALITY AND READING IN ADOLESCENT MENTAL RETARDATES. AMERICAN JOURNAL OF MENTAL DEFICIENCY, 1966, 70, 781-85. (VI) DETERMINES RELATIONSHIPS BETWEEN MEASURED OCULAR-MANUAL LATERALITY, AGE, MEASURED INTELLIGENCE, AND READING ACHIEVEMENT FOR 34 MENTALLY RETARDED ADOLESCENTS DEMONSTRATING ESTABLISHED PREFERENCE PATTERNS AND 24 DEMONSTRATING NON-ESTABLISHED PREFERENCE PATTERNS.

6295 CARLTON, LESSIE, + MOORE, R. H. THE EFFECTS OF SELF-DIRECTIVE DRAMATIZATION ON READING ACHIEVEMENT AND SELF-CONCEPT OF CULTURALLY DISADVANTAGED CHILDREN. THE READING TEACHER, 1966, 20, 125-30. (V-4) COMPARES PRE- AND POST-INSTRUCTIONAL SCORES ON READING ACHIEVEMENT. SUBJECTS WERE PUPILS IN GRADES ONE THROUGH FOUR AND WERE DIVIDED INTO EXPERIMENTAL AND AN INDIVIDUALLY MATCHED CONTROL GROUP. THE EXPERIMENTAL GROUP RECEIVED READING INSTRUCTION FOR SEVEN MONTHS THROUGH SELF-DIRECTIVE DRAMATIZATION, WHILE THE CONTROL GROUP RECEIVED TRADITIONAL INSTRUCTION. PRE- AND POST-INSTRUCTIONAL SELF-CONCEPT SCORES WERE REPORTED FOR THE SUBJECTS IN THE EXPERIMENTAL GROUP.

6296 CELLURA, A. R., + BUTTERFIELD, E. C. INTELLIGENCE, THE BENDER-GESTALT TEST, AND READING ACHIEVEMENT. AMERICAN JOURNAL OF MENTAL DEFICIENCY, 1966, 71, 60-63. (VI) RELATES PERFORMANCE ON THE BENDER-GESTALT TEST TO READING ACHIEVEMENT FOR TWO GROUPS OF 15 MILDLY RETARDED, INSTITUTIONALIZED ADOLESCENTS (AGES 14-17) WHO WERE MATCHED ON C.A., M.A., AND I.Q., BUT WHO DIFFERED IN READING ACHIEVEMENT.

6297 CHAKRABARTI, J., + BARKER, D. G. LATERAL DOMINANCE AND READING ABILITY. PERCEPTUAL AND MOTOR SKILLS, 1966, 22, 881-82. (IV-10) REPORTS FINDINGS IN A CORRELATIONAL ANALYSIS OF READING ACHIEVEMENT (VOCABULARY, COMPREHENSION, AND RATE) AND LATERALITY VARIABLES FOR 352 MALE COLLEGE FRESHMEN. QUESTIONNAIRE RESPONSES IDENTIFIED 41 SUBJECTS AS LEFT-HANDED AND 58 AS HAVING MIXED LATERAL DOMINANCE.

6298 CHANDLER, T. A. READING DISABILITY AND SOCIO-ECONOMIC STATUS. JOURNAL OF READING, 1966, 10, 5-21. (I) REVIEWS RESEARCH CONCERNING THE EFFECTS OF SOCIO-ECONOMIC STATUS ON READING ACHIEVEMENT WITH SPECIAL EMPHASIS ON THE INCIDENCE OF READING FAILURE AND MEANS FOR CORRECTING THE DEFICIT. A 33-ITEM BIBLIOGRAPHY IS INCLUDED.

6299 CHANG, T. M. C., + CHANG, VIVIAN A. C. RELATION OF VISUAL-MOTOR SKILLS AND READING ACHIEVEMENT IN PRIMARY-GRADE PUPILS OF SUPERIOR ABILITY. PERCEPTUAL AND MOTOR SKILLS, 1967, 24, 51-53. (V-11) CORRELATES SCORES BETWEEN THE BENDER, WISC, AND GATES READING TESTS. SUBJECTS WERE FIFTY SECOND AND FIFTY THIRD GRADERS OF SUPERIOR INTELLIGENCE WHO WERE DIVIDED INTO SUB-GROUPS ON THE BASIS OF BENDER GESTALT TEST SCORES.

6300 CHASNOFF, R. E. TWO ALPHABETS. ELEMENTARY SCHOOL JOURNAL, 1967, 67, 257-64. (V-4) COMPARES PRE-INSTRUCTIONAL MEASURES OF INTELLIGENCE AND READINESS AND POST-INSTRUCTIONAL MEASURES OF ACHIEVEMENT IN READING AND OTHER SUBJECTS FOR FIRST-GRADE PUPILS IN SEVEN SCHOOLS ASSIGNED TO EITHER AN I.T.A., OR A TRADITIONAL ORTHOGRAPHY CLASS.

6301 CICIRELLI, V. G. SIBLING CONSTELLATION, CREATIVITY, IQ, AND ACADEMIC ACHIEVEMENT. CHILD DEVELOPMENT, 1967, 38, 481-90. (IV-14) RELATES SIBLING CONSTELLATION FACTORS TO CREATIVITY, READING, AND OTHER VARIABLES FOR MIDDLE- CLASS SIXTH GRADERS DIVIDED ON THE BASIS OF FAMILY SIZE FOR THREE SEPARATE ANALYSES (N=140, N=80, AND N=144).

6302 CLARK, ANN D., + RICHARDS, CHARLOTTE J. AUDITORY DISCRIMINATION AMONG ECONOMICALLY DISADVANTAGED AND NON DISADVANTAGED PRESCHOOL CHILDREN, 1966, 33, 259-62. (IV-7) COMPARES MEAN ERRORS ON A TEST OF AUDITORY DISCRIMINATION ABILITY FOR 29 DISADVANTAGED VERSUS 29 NON-DISADVANTAGED PUPILS IN SUMMER PRE-SCHOOL.

6303 CLAY, MARIE 7) THE READING BEHAVIOR OF FIVE YEAR OLD CHILDREN - A RESEARCH REPORT. NEW ZEALAND JOURNAL OF EDUCATIONAL STUDIES, 1967, 2, 11-31. (V-2) OBSERVES AND REPORTS THE READING BEHAVIOR OF 100 SUBJECTS (56 BOYS AND 44 GIRLS) FROM THEIR FIFTH TO SIXTH BIRTHDAYS, TAUGHT BY A METHOD WHICH STRESSED FLUENCY, MEANING, AND LEARNING AS ONE READS.

6304 CLAYTON, H. ECONOMIC STATUS AS REFLECTED IN STUDENT USE OF A COLLEGE LIBRARY. JOURNAL OF EDUCATIONAL RESEARCH, 1967, 60, 419-22. (III-5) INVESTIGATES THE DIFFERENCES IN THE USE OF THE COLLEGE LIBRARY BY 545 UNDERGRADUATES CATEGORIZED INTO FIVE LEVELS ON THE BASIS OF PARENTAL INCOME.

6305 COHEN, RUTH I. REMEDIAL TRAINING OF FIRST GRADE CHILDREN WITH VISUAL PERCEPTUAL RETARDATION. EDUCATIONAL HORIZONS, 1966-67, 45, 60-63. (IV-6) ANALYZES PRE- AND POST-EXPERIMENTAL SCORES ON SEVERAL MEASURES FOLLOWING A TEN-WEEK VISUAL PERCEPTIONAL TRAINING COURSE. SUBJECTS ASSIGNED TO EXPERIMENTAL OR CONTROL GROUPS WERE 97 MALE AND 58 GIRLS WHO SCORED LOW ON TEST OF VISUAL PERCEPTION AND READING DEVELOPMENT.

6306 COLEMAN, E. B., + HAHN, S. C. FAILURE TO IMPROVE READABILITY WITH A VERTICAL TYPOGRAPHY. JOURNAL OF APPLIED PSYCHOLOGY, 1966, 50, 434-36. (IV-17) COMPARES COMPREHENSION SCORES FOR MATERIAL READ IN VERTICAL AND IN CONVENTIONAL HORIZONTAL TYPOGRAPHY IN THREE EXPERIMENTS. SUBJECTS IN THE RESPECTIVE EXPERIMENTS WERE 16 SECOND AND THIRD GRADERS, 52 COLLEGE STUDENTS, AND 28 COLLEGE STUDENTS.

6307 COLEMAN, J. C., + SANDHU, M. A DESCRIPTIVE-RELATIONAL STUDY OF 364 CHILDREN REFERRED TO A UNIVERSITY CLINIC FOR LEARNING DISORDERS. PHYCHOLOGICAL REPORTS, 1967, 20, 1091-1105. (IV-12) PRESENTS DESCRIPTIVE DATA ON THE PSYCHOLOGICAL ASSESSMENTS AND THE BACKGROUND INFORMATION FOR 364 CASES REFERRED TO A UNIVERSITY CLINIC FOR LEARNING DISORDERS. RELATIONAL TREATMENT OF DATA UTILIZED FIVE SUB-GROUPINGS OF SUBJECTS - INTELLIGENCE, READING ACHIEVEMENT, EMOTIONAL ADJUSTMENT, AGE, AND SEX.

6308 COLFAX, J. D. HOW EFFECTIVE IS THE PROTEST ADVERTISEMENT. JOURNALISM QUARTERLY, 1966, 43, 697-702. (III-9) INVESTIGATES READERSHIP OF, AND RESPONSE TO, A WAR PROTEST ADVERTISEMENT WHICH APPEARED SIMULTANEOUSLY IN TWO DAILY NEWSPAPERS. THREE HUNDRED TELEPHONE SUBSCRIBERS RESIDING IN THE PAPERS' CIRCULATION AREA WERE SELECTED AND 268 CONTACTED FOR INTERVIEW. IN ADDITION, 55 SPONSORS WERE INTERVIEWED.

6309 COLLIER, MARILYN. AN EVALUATION OF MULTI-ETHNIC BASAL READERS. ELEMENTARY ENGLISH, 1967, 44, 152-57. (V-8) USES DATA FROM A CONTENT ANALYSIS OF FOUR PUBLISHERS' SERIES OF MULTI-ETHNIC READING TEXTS THROUGH THIRD-GRADE LEVEL TO EVALUATE THE PRESENTATIONS OF THE TEXTS CONCERNING TEN FACTORS INCLUDING RACE, NEIGHBORHOOD, AND OCCUPATIONS.

6310 COOPER, J. C., JR., + GAETH, J. H. INTERACTIONS OF MODALITY WITH AGE AND WITH MEANINGFULNESS IN VERBAL LEARNING. JOURNAL OF EDUCATIONAL PSYCHOLOGY, 1967, 58, 41-44. (IV-4) INVESTIGATES INTERACTIONS, USING 932 SUBJECTS, AMONG FIVE GRADE LEVELS (FOURTH, FIFTH, SIXTH, TENTH, AND TWELFTH), TWO MODALITIES (AUDITORY VERSUS VISUAL), AND THE LEARNING OF VERBAL MATERIALS AT TWO LEVELS OF MEANINGFULNESS THROUGH USE OF A RECALLED PAIRED-ASSOCIATE PARADIGM.

6311 COOPER, J. L. THE EFFECT OF TRAINING IN LISTENING ON READING ACHIEVEMENT. IN J. A. FIGUREL (ED), VISTAS IN READING. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1966, 11, 431-34. (V-5) EXPLORES THE EFFECT OF LISTENING TRAINING ON READING ACHIEVEMENT. POST-INSTRUCTION SCORES ON STANDARDIZED TESTS OF LISTENING AND READING WERE COMPARED FOR 74 EIGHTH GRADERS IN AN EXPERIMENTAL GROUP (GIVEN NINE WEEKS OF AUDING TRAINING) AND 79 IN A CONTROL GROUP.

6312 COVINGTON, M. V. SOME EXPERIMENTAL EVIDENCE ON TEACHING FOR CREATIVE UNDERSTANDING. THE READING TEACHER, 1967, 20, 390-96. (V-5) REPORTS FINDINGS IN EXPERIMENTS DESIGNED TO COMPARE ACHIEVEMENT IN VARIOUS PROBLEM-SOLVING BEHAVIORS IN READING FOR FIFTH-GRADE SUBJECTS INSTRUCTED IN THESE BEHAVIORS VERSUS AN EQUATED CONTROL GROUP WHO HAD NOT RECEIVED THE PROGRAM.

6313 CRABTREE, J. F. A STUDY OF THE RELATIONSHIP BETWEEN 'SCORE,' 'TIME,' 'I.Q.,' AND 'READING LEVEL' FOR FOURTH-GRADE STUDENTS USING PROGRAMMED SCIENCE MATERIAL. SCIENCE EDUCATION, 1967, 51, 298-304. (V-11) USES SIX VERSIONS OF A SCIENCE PROGRAM TO CALCULATE MEAN DIFFERENCES BETWEEN THE VARIABLE OF SCORE, TIME, I.Q., AND READING LEVEL AND TO ESTABLISH INTERRELATIONSHIPS BETWEEN THESE VARIABLES FOR 53 MALE AND 41 FEMALE FOURTH GRADERS.

6314 CRIMMINS, LEONORA A. AND NOW THERE ARE TEN. ELEMENTARY ENGLISH, 1966, 43, 771-73. (V-4) COMPARES POST-INSTRUCTIONAL SCORES ON MEASURES OF READING ACHIEVEMENT. AN EXPERIMENTAL GROUP OF 44 PUPILS RECEIVED FIRST-GRADE READING INSTRUCTION USING HULS MATERIALS AND METHODS - THE CONTROL GROUP RECEIVED TRADITIONAL INSTRUCTION.

6315 DALE, E., + SEELS, BARBARA (COMPILERS). READABILITY AND READING - AN ANNOTATED BIBLIOGRAPHY. NEWARD, DELAWARE - INTERNATIONAL READING ASSOCIATION, 1966. (I) PRESENTS A SELECTIVE ANNOTATED BIBLIOGRAPHY OF RECENT AND CLASSIC REFERENCES ON READABILITY AND READING UNDER NINE MAJOR HEADINGS.

6316 DALE, E., + SEELS, BARBARA. TEN IMPORTANT REFERENCES ON READABILITY. THE READING TEACHER, 1966, 20, 252-53. (I) PRESENTS BRIEF SUMMARIES OF THE TEN MOST OUTSTANDING REFERENCES ON READABILITY.

6317 DAVIS, O. L., JR., + SLOBODIAN, JUNE J. TEACHER BEHAVIOR TOWARD BOYS AND GIRLS DURING FIRST GRADE READING INSTRUCTION. AMERICAN EDUCATIONAL RESEARCH JOURNAL, 1967, 4, 261-69. (II) DETERMINES WHETHER TEACHERS DISCRIMINATE AGAINST BOYS DURING READING INSTRUCTION. ANALYSES WERE MADE FOR FOUR TYPES OF DATA COLLECTED FROM PUPILS AND TEACHERS IN TEN FIRST-GRADE CLASSES - 1, PUPILS' PERCEPTION OF PUPIL-TEACHER INTERACTIONS, I, TEACHERS' RATINGS OF PUPILS, 3, OBSERVED TEACHER-PUPIL INTERACTIONS, AND 4, PUPILS' GENERAL READING ACHIEVEMENT.

6318 DAVOL, S. H., + HASTINGS, MARY L. EFFECTS OF SEX, AGE, READING ABILITY, SOCIO-ECONOMIC LEVEL, AND DISPLAY POSITION ON A MEASURE OF SPATIAL RELATIONS IN CHILDREN. PERCEPTUAL AND MOTOR SKILLS, 1967, 24, 375-87. (IV-6) MEASURES DEVELOPMENT IN SPATIAL RELATIONS OF 96 BOYS AND 96 GIRLS FROM KINDERGARTEN THROUGH GRADE THREE IN HIGH, MIDDLE, AND LOW SOCIO-ECONOMIC CLASSES. RESULTS WERE RELATED TO AGE, SEX, READING GROUP PLACEMENT, AND SOCIO-ECONOMIC LEVEL.

6319 DAWES, R. M. MEMORY AND DISTORTION OF MEANINGFUL WRITTEN MATERIAL. BRITISH JOURNAL OF PSYCHOLOGY, 1966, 57, 77-86. (IV-5) PRESENTS RESULTS OF TWO EXPERIMENTS MEASURING SUBJECTS' RECOGNITION, RECALL, AND SIMPLIFICATION OF SET RELATIONS IN TWO STORIES UNDER IMMEDIATE AND/OR DELAYED TESTING CONDITIONS. SUBJECTS IN EXPERIMENT I WERE 54 UNDERGRADUATES, IN EXPERIMENT II, 64 UNDERGRADUATES WERE DIVIDED INTO FOUR GROUPS.

6320 DE HIRSCH, KATRINA, JANSKY, JEANNETTE J., + LANGFORD, W. S. PREDICTING READING FAILURE. NEW YORK - HARPER AND ROW, 1966. (IV-12) CALCULATES COEFFICIENTS OF CORRELATION BETWEEN ASSESSMENTS OF ENVIRONMENTAL VARIABLES, INTELLIGENCE, AND TEST OF SENSORIMOTOR, LINGUISTIC, AND PERCEPTUAL FUNCTIONING ADMINISTERED TO A NORMAL GROUP OF 30 BOYS AND 23 GIRLS AT KINDERGARTEN AGE, AND MEASURES OF THEIR SECOND-GRADE READING ACHIEVEMENT. FINDINGS FOR THE NORMAL GROUP WERE COMPARED WITH FINDINGS IN A SIMILAR STUDY OF 53 PREMATURELY BORN SUBJECTS.

6321 DELLA-PIANA, G., + MARTIN, HELEN. READING ACHIEVEMENT AND MATERNAL BEHAVIOR. THE READING TEACHER, 1966, 20, 225-30. (IV-14) COMPARES BEHAVIOR RATINGS ON INVESTIGATOR-PREPARED INSTRUMENTS FOR MOTHERS OF TEN SIXTH-GRADE GIRLS IDENTIFIED AS UNDERACHIEVERS IN READING WITH MOTHERS OF TEN OVER-ACHIEVERS IN TWO SEMI-STRUCTURED MOTHER-DAUGHTER INTERACTION SITUATIONS.

6322 DEVINE, T. G. LISTENING. REVIEW OF EDUCATIONAL RESEARCH, 1967, 37, 152-58. (I) CITES THIRTY REFERENCES IN A REVIEW OF RESEARCH ON LISTENING, INCLUDING RESEARCH ON RELATIONSHIPS BETWEEN LISTENING AND READING.

6323 DIXON, JOAN F., + SIMMONS, CAROLYN H. THE IMPRESSION VALUE OF VERBS FOR CHILDREN. CHILD DEVELOPMENT, 1967, 37, 861-66. (IV-8) REPORTS AN EXPERIMENT IN WHICH 45 SIMPLE PAST-TENSE VERBS WERE RATED ON A FIVE-POINT SCALE (FROM HIGHLY POSITIVE TO HIGHLY NEGATIVE AFFECT) BY 100 FOURTH-GRADE BOYS AND GIRLS SELECTED FROM A PUBLIC SCHOOL.

6324 DOUGLAS, J. W. B., ROSS, J. M., + COOPER, J. E. THE RELATIONSHIP BETWEEN HANDEDNESS, ATTAINMENT AND ADJUSTMENT IN A NATIONAL SAMPLE OF SCHOOL CHILDREN. EDUCATIONAL RESEARCH, 1967, 9, 223-32. (IV-10) RELATES HAND AND EYE PREFERENCE TO EDUCATIONAL ACHIEVEMENT AND OTHER VARIABLES FOR 1,687 BOYS AND 1,566 GIRLS (COMPLETED CASES) AT 8, 11, AND 15 YEARS OF AGE AND FROM TWO SOCIO-ECONOMIC LEVELS.

6325 DOWNING, J. WHAT'S WRONG WITH I.T.A. PHI DELTA KAPPAN, 1967, 48, 262-65. (I) INCLUDES 21 REFERENCES IN A CRITICAL REVIEW OF RESEARCH AND EVALUATIVE COMMENTS CONCERNING THE USE OF I.T.A. SPECIAL ATTENTION IS GIVEN TO PROBLEMS OF TRANSFER TO T.O.

6326 DUKER, S. LISTENING BIBLIOGRAPHY. NEW YORK - SCARECROW PRESS, 1964. (I) PRESENTS BRIEF ANNOTATIONS OF 880 REFERENCES CONCERNING LISTENING, AND INCLUDING AUTHOR AND SUBJECTS INDICES. A NUMBER OF THE REFERENCES RELATE LISTENING TO READING UNDER SUCH TOPICS AS PREDICTING READING POTENTIAL, CORRELATIONS BETWEEN READING AND LISTENING, AND EFFECTS OF INSTRUCTION OF EITHER ON THE OTHER ABILITY.

6327 DUNCAN, K. D., + FOSTER, M. R. AN INVESTIGATION OF THE CRAIG READER COURSE. BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, 1966, 36, 327-30. (V-8) COMPARES PRE- AND POST-TREATMENT SCORES ON READING TESTS FOR AN EXPERIMENTAL GROUP OF 34 SOLDIERS, AGED 18-20, WHO RECEIVED THE CRAIG ADVANCED COURSE A, AND A CONTROL GROUP.

6328 DURKIN, DOLORES. CHILDREN WHO READ EARLY. NEW YORK - TEACHERS COLLEGE PRESS, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1966. (V-2) REPORTS FINDINGS IN A SIX-YEAR AND A THREE-YEAR STUDY WHICH MEASURED THE READING PROGRESS OF 49 AND 156 EARLY READERS, RESPECTIVELY. THE CHILDREN'S ACHIEVEMENT WAS COMPARED WITH THAT OF COMPARABLE NON-EARLY READERS.

6329 EARLY, MARGARET, + ODLAND, NORINE. LITERATURE IN THE ELEMENTARY AND SECONDARY SCHOOLS. REVIEW OF EDUCATIONAL RESEARCH, 1967, 37, 178-85. (I) REVIEWS RESEARCH RELATED TO THE TEACHING OF LITERATURE. THIRTY REFERENCES ARE CITED.

6330 ELKIND, D., + WEISS, JUTTA. STUDIES IN PERCEPTUAL DEVELOPMENT, III - PERCEPTUAL EXPLORATION. CHILD DEVELOPMENT, 1967, 38, 553-61. (IV-6) DETERMINES PERCEPTUAL PATTERNS OF EXPLORATION IN 85 SUBJECTS (20 FIVE-YEAR OLDS, 23 SIX-YEAR OLDS, 22 SEVEN-YEAR OLDS, AND 20 EIGHT-YEAR OLDS) WHO WERE ASKED TO NAME STRUCTURED AND UNSTRUCTURED ARRAYS OF FAMILIAR PICTURES PRESENTED TO THEM.

6331 ELLER, W., + ATTEA, MARY. THREE DIAGNOSTIC READING TESTS - SOME COMPARISONS. IN J. A. FIGUREL (ED.), VISTAS IN READING. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1966, 11, 562-66. (V-11) COMPARES THE SCORES OF 101 THIRD GRADERS ON THREE DIAGNOSTIC READING TESTS WITH RESULTS ON A READING COMPREHENSION TEST TO DETERMINE BETWEEN-TEST AND WITHIN-TEST DISCREPANCIES.

6332 EMANS, R. THE USEFULNESS OF PHONIC GENERALIZATIONS ABOVE THE PRIMARY GRADES. THE READING TEACHER, 1967, 20, 419-25. (V-8) COMPUTES, BASED ON CHECK OF 1,944 WORDS BEYOND GRADE-FOUR LEVEL FROM THE THORNDIKE-LORGE TEACHER'S WORD BOOK, PERCENTAGE OF UTILITY FOR EACH OF 45 PHONICS GENERALIZATIONS.

6333 EMANS, R., + FISHER, GLADYS M. TEACHING THE USE OF CONTEXT CLUES. ELEMENTARY ENGLISH, 1967, 44, 243-46. (IV-16) REPORTS AN EXPERIMENT IN WHICH A TOTAL OF 781 PUPILS IN GRADES THREE TO TEN WERE ADMINISTERED SIX TEST EXERCISES REPRESENTING DIFFERING TECHNIQUES FOR USE OF CONTEXT CLUES. RELATIVE DIFFICULTY OF EACH CLUE WAS DETERMINED AND RELATED TO SUBJECTS' SEX, I.Q., AND ACHIEVEMENT.

6334 EMANS, R., + PATYK, FLORIA. WHY DO HIGH SCHOOL STUDENTS READ. JOURNAL OF READING, 1967, 10, 300-04. (IV-11) COMPARES RANK OF FOUR MOTIVATIONAL CATEGORIES AND DESCRIBES THE RELATIONSHIPS BETWEEN DEMOGRAPHIC VARIABLES AND READING MOTIVATION. A 24-ITEM QUESTIONNAIRE DESIGNED TO IDENTIFY MOTIVES FOR READING WAS ADMINISTERED TO 179 BOYS AND 145 GIRLS IN SENIOR HIGH SCHOOL.

6335 FABRIZIO, R., KAPLAN, I., + TEAL, G. READABILITY AS A FUNCTION OF THE STRAIGHTNESS OF RIGHT-HAND MARGINS. JOURNAL OF TYPOGRAPHIC RESEARCH, 1967, 1, 90-95. (IV-17) REPORTS TWO EXPERIMENTS INVESTIGATING THE DIFFERENTIAL EFFECTS OF RIGHT-HAND MARGINS ON READING PERFORMANCE FOR 216 ENLISTED NAVAL PERSONNEL (MEDIAN AGE 19.5 YEARS) WHO RECEIVED MULTIPLE-CHOICE TESTS AND 18 SUBJECTS WHOSE EYE-MOVEMENTS WERE PHOTOGRAPHED.

6336 FARNHAM-DIGGORY, SYLVIA. SYMBOL AND SYNTHESIS IN EXPERIMENTAL 'READING.' CHILD DEVELOPMENT, 1967, 38, 221-31. (IV-12) COMPARES, IN TERMS OF NEUROLOGICAL STATUS AND AGE OF SUBJECTS, MEAN SCORES OF FIFTY NORMAL AND THIRTY BRAIN-DAMAGED CHILDREN, AGED THREE TO THIRTEEN, ON TASKS OF LEARNING PICTOGRAPHS AND LOGOGRAPHS FOR EIGHT WORDS AND THEN READING LOGOGRAPH SENTENCES.

6337 FLAX, N. THE CLINICAL SIGNIFICANCE OF DOMINANCE. AMERICAN JOURNAL OF OPTOMETRY AND ARCHIVES OF AMERICAN ACADEMY OF OPTOMETRY, 1966, 43, 566-81. (I) CITES 58 REFERENCES IN A REVIEW OF THE LITERATURE ON THE RELATIONSHIP OF DOMINANCE TO READING RETARDATION.

6338 FORD, MARGUERITE P. AUDITORY-VISUAL AND TACTUAL-VISUAL INTEGRATION IN RELATION TO READING ABILITY. PERCEPTUAL AND MOTOR SKILLS, 1967, 24, 831-41. (IV-4) CORRELATES AN AUDITORY-VISUAL TEST, TACTUAL-VISUAL TEST, INTELLIGENCE TEST, AND READING ACHIEVEMENT MEASURES FOR 121 FOURTH-GRADE BOYS AND RELATES THE INTERSENSORY TASKS TO TYPE OF READING ERRORS MADE ON AN ORAL DIAGNOSTIC READING TEST.

6339 FRANCIS, M. J. THE U.S. PRESS AND CASTRO - A STUDY IN DECLINING RELATIONS. JOURNALISM QUARTERLY, 1967, 44, 257-66. (III-2) EXAMINES NINE NEWS EVENTS IN 17 LEADING UNITED STATES DAILY NEWSPAPERS FOR THEIR DEGREE OF ANTI-CASTRO MILITANCY BETWEEN JANUARY, 1959, AND APRIL, 1961.

6340 FRY, E. B. FIRST GRADE READING INSTRUCTION USING DIACRITICAL MARKING SYSTEM, INITIAL TEACHING ALPHABET AND BASAL READING SYSTEM-EXTENDED TO SECOND GRADE. THE READING TEACHER, 1967, 20, 687-93. (V-4) COMPARES RESULTS IN READING ACHIEVEMENT FOR SECOND-GRADE CLASSES TAUGHT INITIALLY IN I.T.A., T.O., OR THE DIACRITICAL MARKING SYSTEM AND REPORTS ORAL READING RESULTS BASED ON A RANDOM SAMPLE (I.T.A.-40, T.O.-44, DMS-43) IN ORAL READING.

6341 FULLER, G. B., + ENDE, R. THE EFFECTIVENESS OF VISUAL PERCEPTION, INTELLIGENCE AND READING UNDERSTANDING IN PREDICTING READING ACHIEVEMENT IN JUNIOR HIGH SCHOOL CHILDREN. JOURNAL OF EDUCATIONAL RESEARCH, 1967, 60, 280-82. (V-11) CORRELATES READING ACHIEVEMENT WITH VISUAL PERCEPTION, INTELLIGENCE AND READING FOR UNDERSTANDING FOR 347 JUNIOR HIGH SCHOOL STUDENTS FROM A HIGH SOCIO-ECONOMIC AREA.

6342 GAETANO, MARY A. K. A STUDY TO DETERMINE THE DISTRIBUTION OF MALE AND FEMALE FIGURES IN ELEMENTARY SCIENCE TEXTBOOKS. JOURNAL OF RESEARCH IN SCIENCE TEACHING, 1966, 4, 178-79. (V-8) COMPARES NUMBER OF MALE AND FEMALE FIGURES PICTORIALLY REPRESENTED IN EACH OF SIX TEXTS IN SIX SCIENCE SERIES AND IN PRIMARY VERSUS INTERMEDIATE TEXTS.

6343 GARVERICK, C. M. TEACHER USE OF EDUCATIONAL PSYCHOLOGY JOURNALS. JOURNALS OF TEACHER EDUCATION, 1967, 18, 192-94. (II) INVESTIAGES USEFULNESS OF JOURNALS TO TEACHERS OF MENTAL HYGIENE. FIFTY EXPERIENCED TEACHERS ENROLLED IN A GRADUATE PSYCHOLOGY COURSE WERE ASKED AT THE BEGINNING AND END OF THE SEMESTER TO RECOMMEND JOURNALS USEFUL TO TEACHERS IN THE FIELD.

6344 GILLOOLY, W. B. THE PROMISE OF I.T.A. IS A DELUSION - YES. PHI DELTA KAPPAN, 1966, 47, 545-50, 552-53. (I) REVIEWS AND CRITICIZES NINE STUDIES RELATED TO USE OF I.T.A. IN BEGINNING READING.

6345 GILMARY, SISTER. TRANSFER EFFECTS OF READING REMEDIATION TO ARITHMETIC COMPUTATION WHEN INTELLIGENCE IS CONTROLLED AND ALL OTHER SCHOOL FACTORS ARE ELIMINATED. ARITHMETIC TEACHER, 1967, 14, 17-20. (V-10) COMPARES MEAN GRADE-LEVEL GAINS IN MEASURED ARITHMETIC ACHIEVEMENT. THE EXPERIMENTAL GROUP, COMPOSED OF FORTY ELEMENTARY-SCHOOL PUPILS, RECEIVED SIX WEEKS REMEDIAL INSTRUCTION IN BOTH READING AND ARITHMETIC. THE CONTROL GROUP, COMPOSED OF TWENTY ELEMENTARY-SCHOOL PUPILS, RECEIVED ARITHMETIC INSTRUCTION ONLY.

6346 GOOLSBY, T. M., JR. DIFFERENTIATING BETWEEN MEASURES OF DIFFERENT OUTCOMES IN THE SOCIAL STUDIES. JOURNAL OF EDUCATIONAL MEASUREMENT, 1966, 3, 219-22. (V-11) INVESTIGATES THE NATURE OF THE INTERRELATIONSHIPS AMONG THREE EXPERIMENTAL TESTS MEASURING VARIOUS SOCIAL STUDIES OUTCOMES AND FOUR READING SKILLS FOR 555 EIGHTH GRADERS IN TEN SCHOOL SYSTEMS.

6347 GRAVES, W. A. TEACHERS' READING AND RECREATIONAL INTERESTS. NEA JOURNAL, 1966, 55, 17-19. (III-4) PRESENTS DATA FROM QUESTIONNAIRES INQUIRING ABOUT READING AND RECREATIONAL INTERESTS COMPLETED BY PUBLIC SCHOOL TEACHERS. AMONG VARIABLES REPORTED ARE AMOUNT AND TYPE OF NEWSPAPER, MAGAZINE, AND PROFESSIONAL READING, SPORTS AND MUSICAL INTERESTS, AND MOVIE, TV, AND RADIO PROGRAM PREFERENCES.

6348 GREENBERG, B. S. MEDIA USE AND BELIEVABILITY - SOME MULTIPLE CORRELATES. JOURNALISM QUARTERLY, 1966, 43, 665-70, 732. (III-1) EXAMINES THE RELATIONSHIP OF AGE, SEX, AND EDUCATION TO USAGE AND CREDIBILITY OF TELEVISION VERSUS NEWSPAPERS. TWO GROUPS OF ADULTS, TOTALING 500, WERE INTERVIEWED.

6349 GREENBERG, B. S., + MILLER, G. R. THE EFFECTS OF LOW-CREDIBLE SJURCES ON MESSAGE ACCEPTANCE. SPEECH MONOGRAPHS, 1966, 33, 127-36. (III-9) ASSESSES AND COMPARES MEASURES OF ATTITUDE CHANGE AND EVALUATION OF COMMUNICATOR CREDIBILITY IN FOUR EXPERIMENTS. SUBJECTS TOTALED 45, 71, AND 95 IN THE FIRST THREE EXPERIMENTS. IN ALL FOUR, ADULTS READ PERSUASIVE COMMUNICATIONS PRESENTED UNDER DIFFERING COMMUNICATOR-IDENTIFICATION CONDITIONS.

6350 GREENBERG, B. S., + RAZINSKY, E. L. SOME EFFECTS OF VARIATIONS IN MESSAGE QUALITY. JOURNALISM QUARTERLY, 1966, 43, 486-92. (III-9) COMPARES MEASURES OF SUBJECTS' EVALUATIONS OF MESSAGE AND OF SOURCE CREDIBILITY, ATTITUDE TOWARD TOPIC, AND INFORMATION GAIN FOR FOUR VERSIONS OF A COMMUNICATION READ BY A TOTAL OF 66 UNDERGRADUATES DIVIDED INTO FOUR GROUPS. EACH GROUP READ A VERSION CONTAINING EITHER 12, 24, 48, OR NO ERRORS IN PUNCTUATION, SPELLING, AND GRAMMAR.

6351 HAHN, H. T. THREE APPROACHES TO BEGINNING READING INSTRUCTION-ITA, LANGUAGE EXPERIENCE AND BASIC READERS-EXTENDED TO SECOND GRADE. THE READING TEACHER, 1967, 20, 711-15. (V-4) COMPARES READING ACHIEVEMENT, READING ATTITUDE, AND CREATIVE WRITING AND NUMBER OF BOOKS READ FOR THREE GROUPS OF SECOND GRADERS. ONE GROUP, COMPOSED OF 221, HAD BEEN TAUGHT I.T.A. IN FIRST GRADE, ANOTHER, COMPOSED OF 212, HAD BEEN TAUGHT TO READ THROUGH A LANGUAGE-EXPERIENCE APPROACH, AND YET ANOTHER, COMPOSED OF 216, HAD BEEN TAUGHT TO READ THROUGH A BASAL READER APPROACH.

6352 HARCUM, E. R. VISUAL HEMIFIELD DIFFERENCES AS CONFLICTS IN DIRECTION OF READING. JOURNAL OF EXPERIMENTAL PSYCHOLOGY, 1966, 72, 479-80. (IV-6) INVESTIGATES RIGHT-LEFT HEMIFIELD DIFFERENCES FOR 18 SUBJECTS WHO OBSERVED 120 EIGHT-LETTER ENGLISH WORDS, EQUALLY DISTRIBUTED RANDOMLY TO LEFT OR RIGHT AIDES OF FIXATION UNDER ONE OF FOUR ORIENTATION-SEQUENCE CONDITIONS.

6353 HARDT, H., + WHITE, M. FRONT PAGE NEWS SIMILARITIES IN A.M. AND P.M. PAPERS. JOURNALISM QUARTERLY, 1966, 43, 552-54. (III-2) COMPARES POSITIONAL, HEADLINE, AND LENGTH VALUES OF FRONT PAGE STORIES FOR ONE METROPOLITAN MORNING AND SIX SMALLER AFTERNOON DAILIES IN THE SAME DISTRIBUTION AREA DURING A SEVEN- DAY PERIOD.

6354 HARRIS, A. J., + SERWER, BLANCHE L. THE CRAFT PROJECT - INSTRUCTIONAL TIME IN READING RESEARCH. READING RESEARCH QUARTERLY, 1966, 2, (1), 27-56. (V-9) ANALYZES RELATIONSHIPS BETWEEN PUPIL ACHIEVEMENT ON STANDARDIZED READING TESTS AND TEACHERS' USE OF TIME IN READING AND READING-SUPPORTIVE ACTIVITIES IN EACH OF FOUR TEACHING METHODS UTILIZED IN A TOTAL OF 47 FIRST-GRADE CLASSES.

6355 HARRIS, A. J., SERWER, BLANCHE L., + GOLD, L. COMPARING READING APPROACHES IN FIRST GRADE TEACHING WITH DISADVANTAGED CHILDREN-EXTENDED INTO SECOND GRADE. THE READING TEACHER, 1967, 20, 698-703. (V-4) REPORTS RESULTS IN READING ACHIEVEMENT, ATTITUDE, AND OTHER VARIABLES FOR 666 SECOND GRADERS TAUGHT BY TWO APPROACHES (SKILLS-CENTERED VERSUS LANGUAGE-EXPERIENCE) AND FOUR METHODS (BASAL READER, PHONOVISUAL, LANGUAGE-EXPERIENCE, AND LANGUAGE-EXPERIENCE AUDIOVISUAL).

6356 HARRIS, T. L., OTTO, W., + BARRETT, T.C. SUMMARY AND REVIEW OF INVESTIGATIONS RELATING TO READING JULY 1, 1965 TO JUNE 30, 1966. JOURNAL OF EDUCATIONAL RESEARCH, 1967, 60, 290-320. (I) REVIEWS 143 STUDIES PERTAINING TO READING UNDER FOUR MAJOR DIVISIONS - SOCIOLOGY OF READING, PSYCHOLOGY OF READING, PHYSIOLOGY OF READING, AND TEACHING OF READING.

6357 HART, J. A. FOREIGN NEWS IN U. S. AND ENGLISH DAILY NEWSPAPERS - A COMPARISON. JOURNALISM QUARTERLY, 1966, 43, 443-48. (III-2) ANALYZES THIRTY ISSUES OF EACH OF FOUR ENGLISH AND FOUR U. S. DAILIES PUBLISHED DURING A SIX-MONTH PERIOD TO DETERMINE EXTENT AND TYPES OF FOREIGN NEWS COVERAGE.

6358 HASLER, K. R., + CLARKE, W. V. PERSONALITY FACTORS AND SELF-CONCEPT DIMENSIONS ASSOCIATED WITH PROOF READING ABILITY. PERCEPTUAL AND MOTOR SKILLS, 1967, 24, 1294. (IV-13) INTERCORRELATES PERSONALITY AND SELF-CONCEPT MEASURES WITH PROOFREADING ABILITY FOR 102 MALE JUNIOR COLLEGE STUDENTS, AGES 17 THROUGH 45 YEARS (MEDIAN AGE 20.15).

6359 HAWKINS, M. L. MOBILITY OF STUDENTS IN READING GROUPS. THE READING TEACHER 1966, 20, 136-40. (V-7) SURVEYS CHANGES MADE IN READING GROUP COMPOSITION IN A TOTAL OF 34 CLASSROOMS, GRADES ONE THROUGH SIX, OVER A 17-WEEK PERIOD.

6360 HAYES, R. B., + WUEST, R. C. ITA AND THREE OTHER APPROACHES TO READING IN FIRST GRADE-EXTENDED INTO SECOND GRADE. THE READING TEACHER, 1967, 20, 694-97, 703. (V-4) REPORTS RESULTS OF A CONTINUATION INTO SECOND GRADE (N-302) AND A REPLICATION IN FIRST GRADE (N-248) FOR FOUR APPROACHES TO BEGINNING READING - WHOLE WORD, WHOLE WORD-PHONIC, PHONIC-FILMSTRIP, AND ITA-MERRILL.

6361 HENDERSON, E. H., + LONG, BARBARA H. SELF SOCIAL CONCEPTS IN RELATION TO READING AND ARITHMETIC. IN J. A. FIGUREL (ED.), VISTAS IN READING. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1966, 11, 576-81. (IV-13) APPLIES A NON-VERBAL METHOD TO INVESTIGATE THE SELF-SOCIAL CONCEPTS OF 11 BOY AND 16 GIRL HIGH READERS AND THE SAME NUMBER OF LOW READERS IN THREE FIFTH-GRADE CLASSES OF UPPER-MIDDLE CLASS STATUS.

6362 HERMAN, W. L., JR. THE USE OF LANGUAGE ARTS IN SOCIAL STUDIES LESSONS. AMERICAN EDUCATIONAL RESEARCH JOURNAL, 1967, 4, 117-24. (IV-8) INVESTIGATES THE PROPORTION OF TIME SPENT IN LISTENING, SPEAKING, READING, AND WRITING DURING SOCIAL STUDIES LESSONS IN 14 FIFTH-GRADE CLASSROOMS DIVIDED INTO ABOVE-AVERAGE, AVERAGE, AND BELOW-AVERAGE GROUPS.

6363 HEWETT, F. M., MAYHEW, D., + RABB, ETHEL. AN EXPERIMENTAL READING PROGRAM FOR NEUROLOGICALLY IMPAIRED, MENTALLY RETARDED, AND SEVERELY EMOTIONALLY DISTURBED CHILDREN. AMERICAN JOURNAL OF ORTHOPSYCHIATRY, 1967, 37, 35-48. (VI) DESCRIBES AN EXPERIMENTAL READING PROGRAM ADMINISTERED TO 25 NON-READING NEUROPSYCHIATRIC PATIENTS (AGED 6-21) AND ONE NORMAL FIVE-YEAR-OLD. CORRECT RESPONSE RATES FOR SELECTED SUBJECTS DURING TRAINING AND AN EXPERIMENTAL ANALYSIS OF THREE PROGRAM VARIABLES WERE REPORTED.

6364 HILL, SUZANNE D., + HECKER, E. AUDITORY AND VISUAL LEARNING OF A PAIRED-ASSOCIATE TASK BY SECOND GRADE CHILDREN. PERCEPTUAL AND MOTOR SKILLS, 1966, 23, 814. (IV-4) EXPLORES EFFICIENCY OF PAIRED-ASSOCIATE LEARNING IN VISUAL VERSUS AUDITORY PRESENTATION CONDITIONS FOR 32 SECOND GRADERS WHO WERE PRESENTED , IN EACH MODALITY, 32 WORD PAIRS SELECTED FROM PRE-PRIMERS.

6365 HILLERICH, R. L. VOWEL GENERALIZATIONS AND FIRST-GRADE READING ACHIEVEMENT. ELEMENTARY SCHOOL JOURNAL, 1967, 67, 246-50. (V-4) COMPARES PERFORMANCE ON A THIRTY-ITEM NONSENSE-SYLLABLE TEST AND ON A READING ACHIEVEMENT TEST FOR 742 GRADE-ONE PUPILS IN TWO SCHOOL DISTRICTS. ONE GROUP HAD RECEIVED INSTRUCTION IN VOWEL GENERALIZATIONS WHILE THE OTHER GROUP HAD NOT.

6366 HITE, SISTER REBECCA. READING VIA TAPE FOR THE INHIBITED READER. ACADEMIC THERAPY QUARTERLY, 1966, 2, 23-27,63. (V-10) INVESTIGATES THE VALUE OF TAPE RECORDINGS IN REINFORCING BASIC VOCABULARY FOR 13 SECOND AND THIRD GRADERS (80 TO 100 I.Q. RANGE) FUNCTIONING AT THE LOWER FIRST-GRADE LEVEL.

6367 HOLLENBECK, G. P. PREDICTING HIGH SCHOOL BIOLOGY ACHIEVEMENT WITH THE DIFFERENTIAL APTITUDE TESTS AND THE DAVIS READING TEST. EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT, 1967, 27, 439-42. (V-11) CORRELATES SCORES IN READING ACHIEVEMENT AND GENERAL ABILITY WITH END OF YEAR BIOLOGY ACHIEVEMENT FOR THREE GROUPS (N-132, N-288, N-107) OF TENTH GRADERS USING DIFFERENT BIOLOGY CURRICULA. SCORES FROM ALTERNATE FORMS OF THE DAVIS READING TEST WERE COMPARED.

6368 HOOPES, P. R. CONTENT ANALYSIS OF NEWS IN THREE ARGENTINE DAILIES. JOURNALISM QUARTERLY, 1966, 43, 534-37. (III-2) COMPARES NUMBER AND KINDS OF NEWS ITEMS, SPACE ALLOTMENTS, AND ORIGIN OF INTERNATIONAL NEWS FOR 14 ISSUES OF ONE ENGLISH-LANGUAGE DAILY AND TWO OTHER ARGENTINE DAILIES DURING A THREE-MONTH PERIOD.

6369 HORN, T. D. THREE METHODS OF DEVELOPING READING READINESS IN SPANISH- SPEAKING CHILDREN IN FIRST GRADE. THE READING TEACHER, 1966, 20, 38-42. (V-4) COMPARES PRE- AND POST-INSTRUCTIONAL SCORES ON READING READINESS AND OTHER MEASURES. TWENTY-EIGHT CLASSROOMS WERE ASSIGNED TO ONE OF THREE INSTRUCTIONAL TREATMENT GROUPS - NINE TO ORAL-AURAL ENGLISH, NINE TO ORAL-AURAL SPANISH, AND NINE TO NO ORAL-AURAL TREATMENT.

6370 HOROWITZ, M. W., + BERKOWITZ, A. LISTENING AND READING, SPEAKING AND WRITING - AN EXPERIMENTAL INVESTIGATION OF DIFFERENTIAL ACQUISTION (LISTENING OR READING) AND EXPRESSION (SPEAKING OR WRITING). FIFTY-SIX COLLEGE STUDENTS, RANDOMLY ASSIGNED TO ONE OF THE FOUR MODES, WERE PRESENTED A PASSAGE AND ASKED TO REPRODUCE IT.

6371 HUNT, K. W. RECENT MEASURES IN SYNTACTIC DEVELOPMENT. ELEMENTARY ENGLISH, 1966, 43, 732-39. (IV-17) REPORTS FINDINGS IN A SYNTACTIC ANALYSIS OF COMPOSITIONS WRITTEN BY FOURTH-, EIGHTH-, AND TWELFTH-GRADE PUPILS AND RELATES THOSE CONCERNING CLAUSE LENGTH IN CHILDREN'S WRITING TO READABILITY OF SELECTED READING MATERIALS.

6372 HUSER, MARY K. READING AND MORE READING. ELEMENTARY ENGLISH, 1967, 44, 378-82, 385. (V-5) COMPARES PRE- AND POST-INSTRUCTIONAL SCORES ON A STANDARDIZED READING ACHIEVEMENT MEASURE AND AN ATTITUDE MEASURE. THE EXPERIMENTAL GROUP, COMPOSED OF 132 INTERMEDIATE GRADE PUPILS, WAS TAUGHT UNDER AN INDIVIDUALIZED READING PLAN FOR THREE MONTHS. THE CONTROL GROUP RECEIVED BASAL READER INSTRUCTION.

6373 HYMAN, I. A., + KLIMAN, DEBORAH S. FIRST GRADE READINESS OF CHILDREN WHO HAVE HAD SUMMER HEAD START PROGRAMS. TRAINING SCHOOL BULLETIN, 1967, 63, 163-67. (V-3) COMPARES THE PERFORMANCE ON A READING READINESS TEST OF TWENTY BEGINNING FIRST-GRADE DISADVANTAGED PUPILS WHO HAD ATTENDED A HEAD START PROGRAM WITH TWENTY COMPARABLE PUPILS WHO HAD NOT.

6374 IRION, A. L. LANGUAGE STRUCTURE, THE LEARNING OF LANGUAGE, AND THE DERIVATION OF WORDS. PSYCHOLOGICAL REPORTS, 1966, 19, 765-66. (V-8) REPORTS THE PROPORTION OF WORDS INTRODUCED AT EACH ELEMENTARY-GRADE LEVEL THAT ARE OF OLD ENGLISH, LATIN, OR OTHER DERIVATION. A VOCABULARY ANALYSIS OF ONE SERIES OF READERS WAS THE SOURCE OF THE DATA.

6375 JONES, E. E., + HARRIS, V. A. THE ATTRIBUTION OF ATTITUDES. JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY, 1967, 3, 1-24. (III-10) REPORTS THREE EXPERIMENTS IN WHICH (N-51,97, AND 121) UNDERGRADUATES ESTIMATED THE TRUE ATTITUDE OF A TARGET PERSON AFTER HAVING EITHER READ OR LISTENED TO A SPEECH BY HIM EXPRESSING OPINIONS ON A CONTROVERSIAL TOPIC.

6376 JONES, J. M., LUNDSTEEN, SARA W., + MICHAEL W. B. THE RELATIONSHIP OF THE PROFESSIONAL EMPLOYMENT STATUS OF MOTHERS TO READING ACHIEVEMENT OF SIXTH-GRADE PUPILS WHOSE MOTHERS PURSUE A PROFESSIONAL CAREER WITH THOSE OF A SIMILAR NUMBER OF COMPARABLE PUPILS WHOSE MOTHERS FOLLOW SOLELY THE CAREER OF HOMEMAKING.

6377 JONES, M. H., DAYTON, G. O., JR., DIZON,L.V., + LETON, D.A. READING READINESS STUDIES - SUSPECT FIRST GRADERS. PERCEPTUAL AND MOTOR SKILLS, 1966, 23, 103-12. (IV-1) DETERMINES RELATIONSHIPS BETWEEN ELECTOR-OCULOGRAM RATINGS AND PSYCHOMETRIC, READINESS, AND READING ACHIEVEMENT SCORES FOR A HIGH READINESS GROUP OF 18 AND A LOW READINESS GROUP OF 17 FIRST GRADERS. FINDINGS IN PEDIATRIC-NEUROLOGICAL EXAMINATIONS WERE COMPARED FOR THE GROUPS.

6378 JUNG, R. LEISURE IN THREE CULTURES. ELEMENTARY SCHOOL JOURNAL, 1967, 67, 285-95. (III-4) EXPLORES THE RELATIONSHIPS BETWEEN LEISURE ACTIVITIES (OUT-DOOR PLAY, TELEVISION VIEWING, READING, ETC.) AND SOCIO-ECONOMIC STATUS AND ETHNIC GROUP FOR 574 MIDDLE AND LOWER CLASS CAUCASIAN, NEGRO, AND ORIENTAL FIFTH AND SIXTH GRADERS.

6379 KATZ, PHYLLIS A. VERBAL DISCRIMINATION PERFORMANCE OF DISADVANTAGED CHILDREN - STIMULUS AND SUBJECT VARIABLES. CHILD DEVELOPMENT, 1967, 38, 233-42. (IV-4) FOR A TOTAL OF 72 NEGRO MALES OF DIFFERING READING ACHIEVEMENT LEVELS IN GRADES TWO, FOUR, AND SIX, DISCRIMINATION PERFORMANCE WAS COMPARED ON VISUAL AND AUDITORY TASKS PRESENTED IN BOTH HEBREW AND ENGLISH.

6380 KELLEY, MARJORIE L., + CHEN,M. K. AN EXPERIMENTAL STUDY OF FORMAL READING INSTRUCTION AT THE KINDERGARTEN LEVEL. JOURNAL OF EDUCATIONAL RESEARCH, 1967, 60, 224-29. (V-2) RELATES END-OF-YEAR SCORES ON MEASURES OF READING ACHIEVEMENT AND ATTITUDES TOWARDS SCHOOL AND READING TO ABILITY AND TREATMENT VARIABLES. SUBJECTS WERE 197 KINDERGARTEN CHILDREN, FROM FOUR DIFFERING ABILITY GROUPS, WHO WERE RANDOMLY ASSIGNED TO EITHER A READING INSTRUCTIONAL PROGRAM OR A READING READINESS PROGRAM.

6381 KELLY, T. EARLY PUBLIC LIBRARIES - A HISTORY OF PUBLIC LIBRARIES IN GREAT BRITAIN BEFORE 1850. LONDON - THE LIBRARY ASSOCIATION, 1966. (III-6) TRACES THE EVOLUTION OF PUBLIC LIBRARIES (FOR USE BY THE PUBLIC, IRRESPECTIVE OF FINANCE) IN GREAT BRITAIN BEFORE 1850.

6382 KENDRICK, W. M. A COMPARATIVE STUDY OF TWO FIRST GRADE LANGUAGE ARTS PROGRAMS. THE READING TEACHER, 1966, 20, 25-30. (V-4) EXAMINES PRE- AND POST- INSTRUCTIONAL SCORES ON VARIOUS MEASURES FOR PUPILS IN 27 CLASSROOMS USING AN EXPERIENCE APPROACH VERSUS PUPILS IN 27 CLASSROOMS USING A TRADITIONAL METHOD OF LANGUAGE ARTS INSTRUCTION.

6383 KENDRICK, W. M., + BENNETT, C. L. A COMPARATIVE STUDY OF TWO FIRST GRADE LANGUAGE ARTS PROGRAMS-EXTENDED INTO SECOND GRADE. THE READING TEACHER, 1967, 20, 747-55. (V-4) COMPARES EFFECTIVENESS OF THE LANGUAGE EXPERIENCE APPROACH TO TEACHING INITIAL READING WITH THE TRADITIONAL APPROACH ON READING ACHIEVEMENT, ATTITUDE, INTEREST, AND CREATIVE WRITING. SUBJECTS WERE SECOND GRADERS, 313 BOYS AND 297 GIRLS WERE TAUGHT BY THE LANGUAGE EXPERIENCE APPROACH, WHILE 356 BOYS AND 338 GIRLS, BY TRADITIONAL APPROACH.

6384 KEOUGH, BETTY J., + SCHURR, EVELYN. SPECIFIC ASPECTS OF PHYSICAL, INTELLECTUAL, AND PERSONALITY DEVELOPMENT OF GIFTED AND REGULAR FIRST GRADE CHILDREN. ILLINOIS SCHOOL RESEARCH, 1967, 3, 31-36. (VI) REPORTS RELATIONSHIPS FOUND BETWEEN MEASURES OF GROSS AND FINE MOTOR PERFORMANCE AND MEASURES OF PERSONAL AND SOCIAL ADJUSTMENT, INTELLIGENCE, AND READING ACHIEVEMENT FOR 41 GIFTED AND 55 AVERAGE FIRST GRADERS.

6385 KERFOOT, J. F. READING IN THE ELEMENTARY SCHOOL. REVIEW OF EDUCATIONAL RESEARCH, 1967, 37, 120-33. (I) REVIEWS ELEMENTARY READING RESEARCH PUBLISHED BETWEEN JULY, 1963, AND JUNE, 1966. IN ADDITION TO BIBLIOGRAPHIES AND REVIEWS, MAJOR TOPICS INCLUDED - METHODS, U. S. OFFICE OF EDUCATION FIRST-GRADE STUDIES, EARLY READING AND READINESS, FACTORS IN SUCCESS AND FAILURE, IN-SERVICE PROGRAMS AND EVALUATION, AND INTERESTS AND TASTES. ONE HUNDRED AND ONE REFERENCES ARE INCLUDED.

6386 KING, MARTHA L., + ELLINGER, BERNICE D. AN ANNOTATED BIBLIOGRAPHY OF CRITICAL READING ARTICLES. ELEMENTARY ENGLISH, 1967, 44, 365-77. (I) SUMMARIZES 119 ARTICLES PUBLISHED SINCE 1940 UNDER THREE HEADINGS - THEORETICAL ARTICLES, RESEARCH REPORTS, AND METHODS AND MATERIALS FOR TEACHING CRITICAL READING.

6387 KINGSTON, A. J. (ED.) RESEARCH FOR THE CLASSROOM - ASSIGNING GRADES TO STUDENTS IN SPECIAL READING CLASSES. JOURNAL OF READING, 1966, 10, 39-42. (I) CITES 12 SOURCES IN SUMMARIZING RESEARCH CONCERNING GRADING AND REPORTING OF THE RELUCTANT READER'S PROGRESS IN SPECIAL READING CLASSES.

6388 KINSTON, A. J. (ED.) RESEARCH FOR THE CLASSROOM - CONTENT TEXTBOOK - HELP OR HINDRANCE. BY W. HILL. JOURNAL OF READING, 1967, 10, 408-13. (I) CITES 23 REFERENCES IN A REVIEW OF RESEARCH RELATED TO READABILITY OF CONTENT AREA TEXTBOOKS WITH IMPLICATIONS FOR CLASSROOM INSTRUCTION.

6389 KINGSTON, A. J. (ED.) RESEARCH FOR THE CLASSROOM - DEVELOPING CRITICAL READING ABILITIES, BY W. ELLER, + JUDITH G. WOLF. JOURNAL OF READING, 1966, 10, 192-98. (I) REVIEWS RESEARCH RELATED TO VALIDITY-TYPE CRITICAL READING, OMITTING ARTISTIC OR APPRECIATIVE CRITICISMS. THIRTY-THREE REFERENCES ARE INCLUDED.

6390 KINGSTON, A. J. (ED.) RESEARCH FOR THE CLASSROOM - MECHANICAL DEVICES FOR INCREASING SPEED OF READING, BY C. L. ROSEN. JOURNAL OF READING, 1967, 10, 569-76. (I) REVIEWS RESEARCH PERTAINING TO VALUES AND USE OF MECHANICAL DEVICES IN RATE TRAINING. FORTY-EIGHT REFERENCES ARE INCLUDED.

6391 KINGSTON, A. J. (ED.) RESEARCH FOR THE CLASSROOM - USING CONTEXT TO DETERMINE MEANINGS IN HIGH SCHOOL AND COLLEGE, BY L. E. HAFNER. JOURNAL OF READING, 1967, 10, 491-98. (I) REFERS TO 38 TITLES IN A REVIEW OF THE LITERATURE PERTAINING TO USE OF CONTEXT, METHODS OF INSTRUCTION TO PROMOTE EFFECTIVE USE OF CONTEXT, AND FACTORS RELATED TO THIS ABILITY.

6392 KINGSTON, A. J. (ED.) RESEARCH FOR THE CLASSROOM - THE WORD AS THE UNIT OF LANGUAGE, BY W. W. WEAVER. JOURNAL OF READING, 1967, 10, 262-68. (I) REVIEWS, BASED ON 21 REFERENCES, SELECTED LINGUISTIC STUDIES RELATED TO THE MINIMAL UNIT OF LANGUAGE FOR EFFECTIVE READING.

6393 KINGSTON, A. J., + WHITE, W. F. THE RELATIONSHIP OF READER'S SELF CONCEPTS AND PERSONALITY COMPONENTS TO SEMANTIC MEANINGS PERCEIVED IN THE PROTAGONIST OF A READING SELECTION. READING RESEARCH QUARTERLY, 1967, 2 (3), 107-16. (IV-13) EXPLORES THE RELATIONSHIP BETWEEN CERTAIN PERSONALITY FACTORS AND THE SELF CONCEPT OF 51 FEMALE AND 38 MALE UNDERGRADUATES TO THE QUALITIES SEEN IN THE PROTAGONIST OF A READING SELECTION.

6394 KIRBY, INABELL. THE EFFECTIVENESS OF MATERIALS CENTERS AND CONSULTANT HELP IN STIMULATING GROWTH IN HIGH ABILITY STUDENTS. ILLINOIS SCHOOL RESEARCH, 1967, 3, 37-39. (V-8) COMPARES PRE- AND POST-TREATMENT SCORES ON A READING SUB-TEST OF A STANDARDIZED BATTERY FOR A CONTROL AND AN EXPERIMENTAL GROUP OF HIGH-ABILITY ELEMENTARY PUPILS. THE SUBJECTS IN THE GROUP WERE EXPOSED TO SPECIAL LEARNING MATERIALS AND CONSULTANT HELP.

6395 KLECK, R. E., + WHEATON, J. DOGMATISM AND RESPONSES TO OPINION-CONSISTENT AND OPINION-INCONSISTENT INFORMATION. JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, 1967, 5, 249-52. (III-10) COMPARES MEASURES OF INFORMATION RECALLED FROM AND PREFERENCE FOR ONE ARTICLE SUPPORTING AND ONE OPPOSING PREVIOUSLY EXPRESSED OPINIONS. SUBJECTS WERE 72 HIGH SCHOOL JUNIORS WHO HAD BEEN PRE-TESTED FOR DOGMATISM AND FOR ATTITUDE TOWARD A CONTROVERSIAL ISSUE.

6396 KOLERS, P. A. READING AND TALKING BILINGUALLY. AMERICAN JOURNAL OF PSYCHOLOGY, 1966, 79, 357-76. (IV-8) COMPARES SCORES ON MEASURES OF COMPREHENSION, ORAL READING, SPEAKING, AND COMPOSING PRECIS FOR PASSAGES IN UNILINGUAL (FRENCH OR ENGLISH), ALTERNATING OR MIXED LANGUAGE FORMS WHICH WERE READ BY A TOTAL OF 24 BILINGUAL UNDERBRADUATES IN DIFFERING EXPERIMENTAL CONDITIONS.

6397 KRAMER, D. P., + FLEMING, ELYSE S. INTERPARENTAL DIFFERENCES OF OPINION AND CHILDREN'S ACADEMIC ACHIEVEMENT. JOURNAL OF EDUCATIONAL RESEARCH, 1966, 60, 136-38. (IV-14) COMPARES SCORES ON MEASURES OF INTELLIGENCE, READING, AND ARITHMETIC ACHIEVEMENT BETWEEN THREE GROUPS AND BETWEEN BOYS AND GIRLS WITHIN GROUPS. SUBJECTS WERE 290 MIDDLE-GRADE PUPILS DIVIDED INTO THREE GROUPS ACCORDING TO THEIR PARENTS' SCORES (LOW, MEDIUM, OR HIGH) ON A PARENTAL DIFFERENCE OF OPINION INSTRUMENT.

6398 KRESS, R. A., + JOHNSON, MARJORIE S. PROVIDING CLINICAL SERVICES IN READING - AN ANNOTATED BIBLIOGRAPHY. NEWARD, DELAWARE - INTERNATIONAL READING ASSOCIATION, 1966. (I) CONTAINS AN 88-ITEM ANNOTATED BIBLIOGRAPHY ON PROVIDING CLINICAL SERVICES IN READING INCLUDING A REVIEW OF ARTICLES AND A LIST OF PUBLICATIONS.

6399 LAMANA, P. A. A SUMMARY OF RESEARCH ON SPELLING AS RELATED TO OTHER AREAS OF THE LANGUAGE ARTS. JOURNAL OF THE READING SPECIALIST, 1966, 6, 32-39. (I) PRESENTS ABSTRACTS OF 16 STUDIES RELATED TO SPELLING AND READING AND SUMMARIZES DATA FROM THESE STUDIES IN TABULAR FORM.

6400 LANGER, J. H. VOCABULARY AND CONCEPT DEVELOPMENT. JOURNAL OF READING, 1967, 10, 448-56. (I) NOTES 18 REFERENCES IN A REVIEW OF RESEARCH PERTAINING TO VOCABULARY AND CONCEPT DEVELOPMENT, INCLUDING SOME STUDIES RELATED TO READING.

6401 LANGSTON, GENEVIEVE. ACHIEVEMENT OF GIFTED KINDERGARTEN AND GIFTED FIRST GRADE READERS. ILLINOIS SCHOOL RESEARCH, 1966, 3, 18-24. (V-2) ASSESSES READING READINESS STATUS FOR 48 KINDERGARTNERS (I.Q. 125 OR ABOVE). SUBJECTS JUDGED SUPERIOR OR AVERAGE IN READINESS RECEIVED KINDERGARTEN READING INSTRUCTION. ALL SUBJECTS WERE TESTED FOR READING ACHIEVEMENT AT END OF KINDERGARTEN AND FOR READING ACHIEVEMENT AT END OF KINDERGARTEN AND FOR READING ACHIEVEMENT AND PERSONAL-SOCIAL ADJUSTMENT MEASURES AT END OF THE FIRST TWO GRADES.

6402 LANIER, NANCY I. USIA'S COVERAGE OF CIVIL RIGHTS, 1963-65. JOURNALISM QUARTERLY, 1967, 44, 333-37. (III-2) COMPARES THE UNITED STATES INFORMATION AGENCY'S NEWS COVERAGE OF 18 SPECIFIC RACIAL INCIDENTS FROM 1963 TO 1965 WITH THAT OF THE NEW YORK TIMES TO EVALUATE USIA'S TREATMENT OF CIVIL RIGHTS.

6403 LAURENCE, MARY W. A DEVELOPMENTAL LOOK AT THE USEFULNESS OF LIST CATEGORIZATION AS AN AID TO FREE RECALL. CANADIAN JOURNAL OF PSYCHOLOGY, 1967, 21, 153-65. (IV-5) REPORTS RESULTS OF TWO EXPERIMENTS TESTING IMMEDIATE FREE RECALL OF FOUR LISTS (OF WORDS OR PICTURES) DIFFERING IN DEGREE OF RELATEDNESS ADMINISTERED TO SIXTY LITERATE SUBJECTS (AGE RANGE 8 TO 73 YEARS) AND 24 PRE- SCHOOL SUBJECTS (FIVE TO SIX YEARS).

6404 LEE, R. E. CONTINUING EDUCATION FOR ADULTS THROUGH THE AMERICAN PUBLIC LIBRARY 1833-1964. CHICAGO - AMERICAN LIBRARY ASSOCIATION, 1966. (III-6) DESCRIBES SIX MAJOR PERIODS IN THE DEVELOPMENT OF THE PUBLIC LIBRARY AS AN EDUCATIONAL INSTITUTION.

6405 LETON, D. A., + DAYTON, G. O., JR. RELATIONSHIP OF CRITICAL FLICKER-FUSION THRESHOLDS TO READING READINESS IN SIX-YEAR-OLD CHILDREN. PERCEPTUAL AND MOTOR SKILLS, 1964, 18, 175-81. (IV-1) DETERMINES COEFFICIENTS OF CORRELATION BETWEEN SCORES ON CRITICAL FLICKER-FUSION TESTS AND SCORES ON READING READINESS, ACHIEVEMENT, INTELLIGENCE, AND OTHER MEASURES. SUBJECTS WERE FORTY BOYS AND GIRLS DIVIDED INTO A HIGH AND A LOW READING READINESS GROUP.

6406 LEVENTHAL, H., SINGER, R., + JONES, SUSAN. EFFECTS OF FEAR AND SPECIFICITY OF RECOMMENDATION UPON ATTITUDES AND BEHAVIOR. JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, 1965, 2, 20-29. (III-9) INVESTIGATES THE EFFECTS OF 1, LEVEL OF FEAR, HIGH AND LOW, AND 2, SPECIFIC PLANS FOR ACTION VERSUS GENERAL RECOMMENDATIONS ON ATTITUDES TOWARD TETANUS INOCULATIONS (ALL PRESENTED IN PAMPHLETS) AND ACTUALLY GETTING TETANUS SHOTS FOR SENIOR COLLEGE STUDENTS.

6407 LEWIS, DOREEN M. OBSERVATIONS OF CHILDREN'S DIFFICULTIES IN LEARNING TO READ USING TRADITIONAL ORTHOGRAPHY AND THE INITIAL TEACHING ALPHABET. ONTARIO JOURNAL OF EDUCATIONAL RESEARCH, 1966-67, 9, 125-37. (V-4) PRESENTS FINDINGS FROM AN OBSERVATIONAL ANALYSIS OF THE PROCESS OF LEARNING TO READ DURING THE FIRST AND SECOND YEARS OF INSTRUCTION FOR 39 PUPILS ASSIGNED EITHER TO A CLASS USING I.T.A. OR A CLASS USING T.O.

6408 LLOYD, B. THE EFFECTS OF PROGRAMMED PERCEPTUAL TRAINING ON THE READING ACHIEVEMENT AND MENTAL MATURITY OF SELECTED FIRST GRADE PUPILS - A PILOT STUDY. JOURNAL OF THE READING SPECIALIST, 1966, 6, 49-55. (V-3) INVESTIGATES THE EFFECTS ON READING ACHIEVEMENT AND INTELLIGENCE OF VISUAL-TACTUAL TRAINING FOR THIRTY FIRST GRADERS IN AN EXPERIMENTAL GROUP VERSUS NO TRAINING FOR A CONTROL GROUP OF 34 SUBJECTS.

6409 LOWIN, A. APPROACH AND AVOIDANCE - ALTERNATE MODES OF SELECTIVE EXPOSURE TO INFORMATION. JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, 1967, 6, 1-9. (III-11) ANALYZES 118 REPLIES FROM 651 POTENTIAL SUBJECTS TO DETERMINE MALE UNDERGARDUATES' PREFERENCES FOR CONSONANT OR DISSONANT REALISTIC PROPAGANDA WHICH WAS EASY OR HARD TO REFUTE. A SECOND EXPERIMENT DIFFERENT SLIGHTLY IN THAT THERE WAS A FORCED CHOICE OF ONLY ONE ARGUMENT.

6410 LUNDSTEEN, SARA. LISTENING, READING, AND QUALITATIVE LEVELS OF THINKING IN PROBLEM SOLVING. IN J. A. FIGUREL (ED.), VISTAS IN READING. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1966, 11, 450-54. (IV-4) EXAMINES THE INTERRELATIONSHIPS OF TEST VARIABLES WITH REGARD TO PRESENTATION BY LISTENING AND PRESENTATION BY READING FOR AN EXPERIMENTAL TEST ADMINISTERED TO FOUR SIXTH- GRADE CLASSES.

6411 LUNDSTEEN, SARA W., + MICHAEL, W. B. VALIDATION OF THREE TESTS OF COGNITIVE STYLE IN VERBALIZATION FOR THE THIRD AND SIXTH GRADES. EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT, 1966, 26, 449-61. (V-11) INVESTIGATES THE DEGREE AND PATTERN OF INTERRELATIONSHIPS AMONG THREE EXPERIMENTAL MEASURES PURPORTING TO MEASURE THREE QUALITATIVE LEVELS OF VERBAL FUNCTIONING, A TEST OF CRITICAL LISTENING, A STANDARDIZED READING TEST, AND A STANDARDIZED TEST OF VERBAL ABILITY, WHICH WERE ADMINISTERED TO 178 THIRD AND SIXTH GRADERS.

6412 LYDA, W. J., + DUNCAN, FRANCES M. QUANTITATIVE VOCABULARY AND PROBLEM SOLVING. THE ARITHMETIC TEACHER, 1967, 14, 289-91. (V-4) COMPARES PRE-AND POST- INSTRUCTIONAL SCORES ON STANDARDIZED MEASURES OF READING ACHIEVEMENT, ARITHMETIC COMPUTATION, AND ARITHMETIC REASONING FOR A CLASS OF 25 SECOND GRADERS WHO RECEIVED DIRECT TEACHING OF QUANTITATIVE VOCABULARY FOR EIGHT WEEKS.

6413 LYNCH, M. D. AVENUES FOR REDUCING TENSION PRODUCED BY ATTACK ON BELIEF. JOURNALISM QUARTERLY, 1967, 44, 267-75. (III-9) EXAMINES THE MEANS OF REDUCING TENSION PRODUCED WHEN A STRONLY HELD BELIEF WAS SUBJECTED TO A STRONG ATTACK FOR SIX CLASSES OF UNDERGRADUATES.

6414 LYTTON, H. FOLLOW-UP OF AN EXPERIMENT IN SELECTION OF REMEDIAL EDUCATION. BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, 1967, 37, 1-9. (IV-12) REPORTS RESULTS ON SEVERAL MEASURES OF READING ACHIEVEMENT ADDED TOGETHER TO FORM THE COMBINED CRITERION FOR 88 STUDENTS 16.4 MONTHS AFTER THEY HAD RECEIVED SPECIAL REMEDIAL INSTRUCTION.

6415 MACARTHUR, R. S., + MOSYCHUK, H. LOWER AND UPPER SOCIO-ECONOMIC GROUP CONTRASTS IN LONG-TERM PREDICTABILITY OF GRADE NINE ACHIEVEMENT. JOURNAL OF EDUCATIONAL MEASUREMENT, 1966, 3, 167-68. (V-11) COMPARES PREDICTIVE VALIDITY FOR GRADE-NINE ACHIEVEMENT OF SELECTED INTELLIGENCE AND ACHIEVEMENT MEASURES ADMINISTERED IN GRADES THREE, SIX, AND SEVEN TO 237 PUPILS FROM DIFFERING SOCIO- ECONOMIC STRATA.

6416 MCANINCH, MYRENE. IDENTIFICATION OF VISUAL PERCEPTUAL ERRORS IN YOUNG CHILDREN. IN J. A. FIGUREL (ED.), VISTAS IN READING. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1966, 11, 507-12. (I) SUMMARIZES STUDIES OF VISUAL PERCEPTION AND DESCRIBES THE SPECIFIC USES OF VARIOUS TEST INSTRUMENTS. THIRTY-TWO SOURCES ARE CITED.

6417 MCCREARY, J. R. READING TESTS WITH MAORI CHILDREN. NEW ZEALAND JOURNAL OF EDUCATIONAL STUDIES, 1966, 1, 40-50. (V-1) COMPARES MEDIAN SCORES ON ARITHMETIC AND READING SUB-TESTS OF A BATTERY ADMINISTERED TO 110 MAORI PUPILS WITH NORMS FOR THE NON-MAORI POPULATION ON WHICH THE BATTERY WAS STANDARDIZED. READING ACHIEVEMENT OF 57 SUBJECTS WAS RELATED TO THEIR ASSESSED INTELLIGENCE.

6418 MCGINNIES, E. STUDIES IN PERSUASION - II. PRIMACY-RECENCY EFFECTS WITH JAPANESE STUDENTS. JOURNAL OF SOCIAL PSYCHOLOGY, 1966, 70, 77-85. (III-11) COMPARES RATINGS OF MESSAGE AND COMMUNICATOR WITH MEASURES OF ATTITUDE CHANGE. SUBJECTS WERE 131 JAPANESE UNDERGRADUATES, DIVIDED INTO FOUR GROUPS, WHO SIMULTANEOUSLY READ AND HEARD A PERSUASIVE COMMUNICATION UNDER ONE OF FOUR DIFFERING EXPERIMENTAL CONDITIONS.

6419 MCGINNIS, DOROTHY J. A COMPARATIVE STUDY OF THE ATTITUDE OF PARENTS OF SUPERIOR AND INFERIOR READERS TOWARD CERTAIN CHILD REARING PRACTICES. IN E. L. THURSTON + L. E. HAFNER (EDS.), THE PHILOSOPHICAL AND SOCIOLOGICAL BASES OF READING. YEARBOOK OF THE NATIONAL READING CONFERENCE, 1965, 14, 99-105. (IV-14) COMPARES SCORES ON THE PARENTAL ATTITUDE RESEARCH INSTRUMENT FOR PARENTS OF TWO GROUPS OF FIFTY SIXTH GRADERS DESIGNATED INFERIOR OR SUPERIOR IN MEASURED READING ACHIEVEMENT, BUT CONSIDERED COMPARABLE AS TO INTELLIGENCE AND OTHER VARIABLES.

6420 MCGLATHERY, D. G. CLAIMED FREQUENCY VERSUS EDITORIAL-INTEREST MEASURES OF REPEAT MAGAZINE AUDIENCES. JOURNAL OF ADVERTISING RESEARCH, 1967, 7, 7-15. (III-12) COMPARES ESTIMATES FROM THE EDITORIAL-INTEREST TECHNIQUE WITH DIRECT QUESTIONS ON READING FREQUENCY AS METHODS OF DETERMINING MAGAZINE READERSHIP FOR 6,499 INDIVIDUALS 15 YEARS AND OLDER.

6421 MCLEOD, J. A COMPARISON OF WISC SUB-TEST SCORES OF PRE-ADOLESCENT SUCCESSFUL AND UNSUCCESSFUL READERS. AUSTRALIAN JOURNAL OF PSYCHOLOGY, 1965, 17, 220-28. (IV-3) REPORTS FINDINGS IN A COMPARISON OF SCORES ON 11 WISC SUB-TESTS FOR 85 BOYS AND 31 GIRLS READING AT LEAST ONE AND A HALF YEARS BELOW AGE-LEVEL EXPECTANCY, WITH 100 BOYS AND 77 GIRLS JUDGED TO BE SUCCESSFUL READERS. ADJUSTMENT WAS MADE FOR DIFFERENCES BETWEEN THE GROUPS ON FULL SCALE I. Q. AND ON VERBAL AND PERFORMANCE SCALE SCORES SEPARATELY.

6422 MCLEOD, J. SOME PSYCHOLINGUISTIC CORRELATES OF READING DISABILITY IN YOUNG CHILDREN. READING RESEARCH QUARTERLY, 1967, 2 (3), 5-31. (IV-12) COMPARES DISABLED READERS' ABILITY TO REPRODUCE TACHISTOSCOPICALLY PRESENTED LETTER SEQUENCES AND TO DISCRIMINATE AND VOCALLY REPRODUCE AUDITORIALLY PRESENTED WORDS . THREE EXPERIMENTS WERE CARRIED OUT WITH SECOND-GRADE SUBJECTS. THE EXPERIMENTAL GROUP WAS COMPOSED OF 17 BOYS AND 6 GIRLS, THE CONTROL GROUP HAD THE SAME NUMBER OF SUBJECTS.

6423 MADDISON, JANIS M., + RIMMINGTON, G. T. THE IMPROVEMENT OF READING - AN EXPERIMENTAL STUDY. CANADIAN EDUCATION AND RESEARCH DIGEST, 1966, 6, 188-90. (V-5) COMPARES GAINS IN READING ACHIEVEMENT FOR TWO MATCHED GROUPS OF 43 FIFTH GRADERS AFTER FIVE MONTHS' INSTRUCTION. THE CONTROL GROUP RECEIVED TRADITIONAL INSTRUCTION, THE EXPERIMENTAL GROUP USED THE MCCALL-CRABBS TEST LESSONS IN THE READING PROGRAM.

6424 MARDER, E. HOW GOOD IS THE EDITORIAL-INTEREST METHOD OF MEASURING MAGAZINE AUDIENCES. JOURNAL OF ADVERTISING RESEARCH, 1967, 7, 2-6. (III-12) EXPLORES WHETHER ANY SUBSTANTIAL ERRORS OF UNDER-REPORTING OCCUR WHEN THE EDITORIAL-INTEREST INTERVIEW IS ADMINISTERED FOR MEASURING MAGAZINE AUDIENCES. SUBJECTS WERE 144 ADULTS.

6425 MARITA, SISTER M. BEGINNING READING ACHIEVEMENT IN THREE CLASSROOM ORGANIZATIONAL PATTERNS. THE READING TEACHER, 1966, 20, 12-17. (V-7) COMPARES SCORES ON PRE- AND POST-INSTRUCTIONAL MEASURES OF READING READINESS, ACHIEVEMENT, AND ATTITUDE FOR PUPILS IN THIRTY CLASSROOMS WHO RECEIVED READING INSTRUCTION IN ONE OF THREE ORGANIZATIONAL PATTERNS - 1, MODIFIED INDIVIDUALIZED , 2, THREE TO FIVE GROUP, OR 3, WHOLE CLASS, CHILD CENTERED.

6426 MARKS, M. B. IMPROVE READING THROUGH BETTER FORMAT. JOURNAL OF EDUCATIONAL RESEARCH, 1966, 60, 147-51. (IV-17) INVESTIGATES THE COMPARATIVE EFFECTIVENESS OF DIRECTIONS PRESENTED IN 22 DIFFERENT FORMATS TO RANDOMLY SELECTED SUB-GROUPS TOTALING 1410 JUNIOR HIGH SCHOOL STUDENTS. THREE READING ABILITY LEVELS WERE CONSIDERED IN THE ANALYSIS.

6427 MASON, G. E., + PRATER, NORMA J. SOCIAL BEHAVIORAL ASPECTS OF TEACHING READING TO KINDERGARTNERS. JOURNAL OF EDUCATIONAL RESEARCH, 1966, 60, 58-61. (V-2) COMPARES SCORES ON PRE- AND POST-INSTRUCTIONAL MEASURES OF READING READINESS AND PERSONAL-SOCIAL MATURITY FOR AN EXPERIMENTAL GROUP OF KINDERGARTNERS GIVEN READING INSTRUCTION FOR FIVE MONTHS VERSUS TWO EQUATED CONTROL GROUPS IN A REGULAR KINDERGARTEN PROGRAM.

6428 MATHEWS, M. M. TEACHING TO READ - HISTORICALLY CONSIDERED. CHICAGO - UNIVERSITY OF CHICAGO PRESS, 1966. (III-8) SURVEYS METHODS OF TEACHING READING, FROM ANTIQUITY TO THE PRESENT, FOCUSING UPON READING INSTRUCTION IN THE UNITED STATES.

6429 MAXWELL, MARTHA J. AN EXPERIMENTAL INVESTIGATION OF THE EFFECT OF INSTRUCTIONAL SET AND INFORMATION ON READING RATE. IN E. L. THURSTON + L. E. HAFNER (EDS.), THE PHILOSOPHICAL AND SOCIOLOGICAL BASES OF READING. YEARBOOK OF THE NATIONAL READING CONFERENCE, 1965, 14, 181-87. (V-6) COMPARES MEAN SPEED AND COMPREHENSION SCORES FOR FOUR GROUPS COMPOSED OF 30 MALE AND 74 FEMALE COLLEGE STUDENTS ADMINISTERED TWO FORMS OF A READING TEST UNDER DIFFERING SPEED INSTRUCTIONS AND SEQUENCES. ALSO PRE- AND POST-TREATMENT SCORES FOR A GROUP EXPOSED TO INFORMATION AND PRACTICE ON READING TECHNIQUES WERE COMPARED WITH THAT OF A CONTROL GROUP.

6430 MAZURKIEWICZ, A. J. ITA AND TO READING ACHIEVEMENT WHEN METHODOLOGY IS CONTROLLED-EXTENDED INTO SECOND GRADE. THE READING TEACHER, 1967, 20, 726-29. (V-4) COMPARES INSTRUCTIONAL LEVEL, READING ACHIEVEMENT AND OTHER SKILLS FOR A TOTAL OF 794 SECOND GRADERS TAUGHT IN I.T.A.(DURING FIRST GRADE) AND 471 SECOND GRADERS TAUGHT IN T. O.

6431 MAZURKIEWICZ, A. J., + LAMANA, P. A. SPELLING ACHIEVEMENT FOLLOWING I/T/A INSTRUCTION. ELEMENTARY ENGLISH, 1966, 43, 759-61. (V-4) COMPARES MEAN SCORES ON STANDARDIZED AND FUNCTIONAL SPELLING MEASURES ADMINISTERED AT THE END OF FIRST AND CF SECOND GRADE FOR A GROUP OF I.T.A.-TAUGHT PUPILS AND A MATCHED T.O.- TAUGHT GROUP.

6432 MERTZ, R. J., MILLER, G. R., + BALLANCE, L. OPEN- AND CLOSED- MINDEDNESS AND COGNITIVE CONFLICT. JOURNALISM QUARTERLY, 1966, 43, 429-33. (III-10) REPORTS A STUDY IN WHICH ATTITUDES TOWARD SELECTED PUBLIC ISSUES AND POLITICIANS WERE MEASURED FOR 11 CLOSED-MINDED AND 11 OPEN-MINDED UNDERGRADUATES. DIRECTION AND MAGNITUDE OF POST-MESSAGE ATTITUDE SHIFT FOR BOTH GROUPS WERE ANALYZED FOLLOWING SUBJECTS' READING EXPERIMENTAL MESSAGES DESIGNED TO PRODUCE CONFLICT IN SUBJECTS' PREVIOUSLY EXPRESSED ATTITUDES.

6433 MEWHORT, D. J. K. SEQUENTIAL REDUNDANCY AND LETTER SPACING AS DETERMINANTS OF TACHISTOSCOPIC RECOGNITION. CANADIAN JOURNAL OF PSYCHOLOGY, 1966, 20, 435-44. (IV-5) ANALYZES SELECTED RECOGNITION DETERMINANTS FOR TWELVE EIGHT-LETTER PSEUDO-WORDS OF DIFFERING ORDERS OF APPROXIMATION TO ENGLISH WHICH WERE TACHISTOSCOPICALLY PRESENTED TO THREE GROUPS OF 12 UNDERGRADUATES IN ONE OF THREE LETTER-SPACING ARRANGEMENTS.

6434 MILLER, D. A REVIEW OF SPEED-READING THEORY AND TECHNIQUES FOR THE OPTHALMOLOGIST. AMERICAN JOURNAL OF OPHTHALMOLOGY, 1966, 62, 334-38. (I) INCLUDES 35 REFERENCES IN A REVIEW AND DISCUSSION OF RESEARCH RELATED TO SPEED READING.

6435 MILLS, J., + JELLISON, J. M. EFFECT ON OPINION CHANGE OF HOW DESIRABLE THE COMMUNICATION IS TO THE AUDIENCE THE COMMUNICATOR ADDRESSED. JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, 1967, 6, 98-101. (III-11) TESTS THE HYPOTHESIS THAT A COMMUNICATION IS LESS PERSUASIVE WHEN THE AUDIENCE FEELS THAT THE COMMUNICATOR THINKS HIS MESSAGE IS DESIRABLE TO THE AUDIENCE THAN WHEN THEY FEEL HE THINKS HIS MESSAGE IS UNDESIRABLE. SUBJECTS WERE 138 COLLEGE STUDENTS, DIVIDED INTO TWO GROUPS, WHO READ A SPEECH ADDRESSED TO AN AUDIENCE UNDER EITHER ONE OF THE TWO CONDITIONS BEING TESTED.

6436 MORRIS, J. L. THE TEACHING OF READING USING A PHONETIC ALPHABET. CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH, 1967, 18, 5-22. (V-4) COMPARES SCORES ON MEASURES OF WORD RECOGNITION AND READING ACCURACY ADMINISTERED AFTER SIX MONTHS' BEGINNING READING INSTRUCTION FOR - 1, MEDIUM USED (I.T.A. OR T.O.), AND 2, METHOD (KINAESTHETIC OR SENTENCE). SUBJECTS WERE 209 BOSY AND 184 GIRLS. SEX, I.Q., AND SOCIO-ECONOMIC STATUS WERE FACTORS IN THE ANALYSIS.

6437 MORRIS, J. L., PESTANER, MARIANA, + NELSON, A. MOBILITY AND ACHIEVEMENT. JOURNAL OF EXPERIMENTAL EDUCATION, 1967, 35, 74-80. (IV-11) INVESTIGATES THE EFFECT OF MOBILITY ON THE DISTRIBUTION OF READING AND ARITHMETIC SCORES OBTAINED FROM A SAMPLE OF 410 FIFTH-GRADE CAUCASIAN PUPILS. SUBJECTS WERE DIVIDED INTO THREE GROUPS ACCORDING TO NUMBER OF SCHOOLS ATTENDED.

6438 MORRIS, JOYCE M. READING IN THE PRIMARY SCHOOL. LONDON - NEWNES EDUCATIONAL PUBLISHING CO., LTD., 1959. (V-4) COMPARES MEASURED READING ACHIEVEMENT OF PUPILS, AGED 7 TO 11, ATTENDING SIXTY SCHOOLS IN KENT WITH NATIONAL (ENGLAND) NORMS. THE RELATIONSHIPS FOUND AMONG NINE SCHOOL VARIABLES AND READING ACHIEVEMENT IN THE SCHOOLS ARE REPORTED.

6439 MUEHL, S., + KING, ETHEL M. RECENT RESEARCH IN VISUAL DISCRIMINATION - SIGNIFICANCE FOR BEGINNING READING. IN J. A. FIGUREL (ED.), VISTAS IN READING. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1966, 11, 434-39. (I) REVIEWS RESEARCH CONCERNING HOW CHILDREN DISCRIMINATE VISUALLY AMONG WORDS AND SUGGESTS SOME IMPLICATIONS FOR TEACHING. FIFTEEN SOURCES ARE CITED.

6440 MUELLER, D. J., VAN MONDFRANS, A. P., CHAN, A., + TRAVERS, R. M. W. TIME RELATIONSHIP AND TRANSMISSION MODALITY IN A LEARNING TASK INVOLVING WORD-OBJECT PAIRS. PERCEPTUAL AND MOTOR SKILLS, 1966, 23, 615-22. (IV-4) COMPARES FOR 72 UNDERGRADUATES EFFICIENCY OF LEARNING 12 WORD-OBJECT PAIRED ASSOCIATES UNDER EACH OF THREE TEMPORAL PRESENTATION CONDITIONS AND UNDER VISUAL VERSUS AUDITORY PRESENTATION.

6441 MUSKOPF, A. F., + ROBINSON, H. A. HIGH SCHOOL READING-1965. JOURNAL OF READING, 1966, 10, 78-87. (I) PRESENTS THE EIGHTH ANNUAL SUMMARY OF PROFESSIONAL LITERATURE ON JUNIOR AND SENIOR HIGH SCHOOL READING. EIGHTY-EIGHT ITEMS ARE INCLUDED.

6442 MUTIMER, DOROTHY, LOUGHLIN, L., + POWELL, M. SOME DIFFERENCES IN THE FAMILY RELATIONSHIPS FOR 44 UNDERACHIEVERS AND 44 ACHIEVERS IN READING (AGES 8 TO 12) WHO WERE ADMINISTERED THE TWO HOUSES TECHNIQUE TEST. GROUPS WERE EQUATED FOR SEX AND WERE COMPARABLE ON OTHER VARIABLES.

6443 NAGEL, S., + ERIKSON, R. EDITORIAL REACTION TO SUPREME COURT DECISIONS ON CHURCH AND STATE. PUBLIC OPINION QUARTERLY, 1966-67, 30, 647-55. (III-2) PRESENTS FINDINGS IN A CONTENT ANALYSIS OF PERTINENT EDITORIALS IN 24 URBAN DAILIES DURING TWO WEEKS FOLLOWING EACH OF FOUR SUPREME COURT DECISIONS DEALING WITH CHURCH-STATE SEPARATION. DATA WERE ANALYZED IN TERMS OF DEMOGRAPHIC, POLITICAL, AND RELIGIOUS VARIABLES.

6444 NEAL, CAROLYN M. THE RELATIONSHIP OF PERSONALITY VARIABLES TO READING ABILITY. CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH, 1967, 28, 133-44. (IV-13) RELATES READING PERFORMANCE TO PERSONALITY CHARACTERISTICS FOR 348 SOPHOMORE COLLEGE STUDENTS CONSIDERED NORMAL PSYCHOLOGICALLY AND COMPETENT IN READING.

6445 NEVILLE, D. LEARNING CHARACTERISTICS OF POOR READERS AS REVEALED BY THE RESULTS OF INDIVIDUALLY ADMINISTERED INTELLIGENCE TESTS. IN J. A. FIGUREL (ED.), VISTAS IN READING. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1966, 11, 554-59. (I) SUMMARIZES RESEARCH REPORTING THE PERFORMANCES OF POOR READERS ON VARIOUS INTELLIGENCE TESTS AND RELATES THESE FINDINGS TO TREATMENT APPROACHES . A 25-ITEM BIBLIOGRAPHY IS INCLUDED.

6446 NEVILLE, D., PFOST, P., + DOBBS, VIRGINIA. THE RELATIONSHIP BETWEEN TEST ANXIETY AND SILENT READING GAIN. AMERICAN EDUCATIONAL RESEARCH JOURNAL, 1967, 4, 45-50. (IV-13) COMPARES MEASURES OF READING COMPREHENSION AND VOCABULARY BEFORE AND AFTER INSTRUCTION FOR 54 BOYS AGED 7-15 WHO WERE ENROLLED IN A SUMMER REMEDIAL READING PROGRAM AND WERE RELATED TO SUBJECTS' MEASURED ANXIETY LEVEL (HIGH, MIDDLE, OR LOW ANXIETY).

6447 NICHOLS, A. C. AUDIENCE RATINGS OF THE 'NATURALNESS' OF SPOKEN AND WRITTEN SENTENCES. SPEECH MONOGRAPHS, 1966, 33, 156-59. (IV-8) REPORTS AN EXPERIMENT IN WHICH TWENTY COLLEGE SOPHOMORES RATED, ON A NINE-POINT SCALE, THE NATURALNESS OF FIFTY NINE-WORD SENTENCES PRESENTED BOTH AURALLY AND VISUALLY. HALF THE SENTENCES WERE CONSTRUCTED FROM HIGH-FREQUENCY AND HALF FROM LOW-FREQUENCY WORDS

6448 NILES, OLIVE S. METHODS OF TEACHING READING TO FIRST GRADE CHILDREN LIKELY TO HAVE DIFFICULTY WITH READING. THE READING TEACHER, 1967, 20, 541-45. (V-4) COMPARES PRE- AND POST-INSTRUCTIONAL MEASURES OF INTELLIGENCE, READINESS, AND READING ACHIEVEMENT FOR FOUR TEN-CLASSROOM GROUPS. SPECIAL ATTENTION WAS GIVEN TO UNREADY PUPILS WHO RECEIVED REMEDIAL INSTRUCTION, SPECIAL MATERIALS, OR A COMBINATION OF THE TWO.

6449 OBERLANDER, M., + JENKIN, N. BIRTH ORDER AND ACADEMIC ACHIEVEMENT. JOURNAL OF INDIVIDUAL PSYCHOLOGY, 1967, 103-10. (IV-14) INVESTIGATES THE EFFECT OF BIRTH ORDER ON I. Q. AND READING, LANGUAGE, AND ARITHMETIC ACHIEVEMENT FOR 972 SUBJECTS IN GRADES FIVE, SEVEN, EIGHT, AND ELEVEN, FROM TWO DIFFERING SOCIO-ECONOMIC LEVELS.

6450 OLSON, A. V. THE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION AS A PREDICTOR OF SPECIFIC READING ABILITIES WITH SECOND-GRADE CHILDREN. ELEMENTARY ENGLISH, 1966, 43, 869-72. (V-11) PRESENTS AN INTERCORRELATION MATRIX INDICATING RELATIONSHIPS AMONG SUB-TEST AND TOTAL SCORES ON THE FROSTIG INSTRUMENT AND NINE MEASURES, SIX OF WHICH WERE DESIGNED TO REVEAL READING DIFFICULTY, FOR 29 GIRLS AND 42 BOYS IN SECOND GRADE.

6451 OLSON, J. R. A FACTOR ANALYTIC STUDY OF THE RELATION BETWEEN THE SPEED OF VISUAL PERCEPTION AND THE LANGUAGE ABILITIES OF DEAF ADOLESCENTS. JOURNAL OF SPEECH AND HEARING, 1967, 10, 354-60. (VI) CORRELATES FIVE VISUAL PERCEPTUAL TESTS AND THREE LANGUAGE MEASURES FOR 20 MALE AND 19 FEMALE DEAF SUBJECTS, AGES 12-16 YEARS, AND FACTOR-ANALYZES THE RESULTING DATA.

6452 OLSON, K. E. THE HISTORY MAKERS - THE PRESS OF EUROPE FROM ITS BEGINNINGS THROUGH 1965. BATON ROUGE - LOUISIANA STATE UNIVERSITY, 1966. (III-7) PRESENTS A HISTORY OF NEWS PUBLISHING IN 24 EUROPEAN NATIONS FROM THE BEGINNINGS OF THE PRESS THROUGH 1965.

6453 OYSTER, MARY M. AN OCCUPATIONAL STUDY OF READING SPECIALISTS IN ELEMENTARY SCHOOLS. IN J. A. FIGUREL (ED.), VISTAS IN READING. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1966, 11, 454-58. (II) ANALYZES QUESTIONNAIRE RESPONSES CONCERNING THE PREPARATION, EXPERIENCE, ECONOMIC LEVEL, SATISFACTION, AND OTHER VARIABLES FOR 711 ELEMENTARY READING SPECIALISTS, 7 PER CENT MALE AND 93 PER CENT FEMALE (169 CONSULTANTS, 492 TEACHERS, AND 50 PERSONS WITH DUAL JOBS) IN 15 STATES.

6454 PAYNE, D. E. READABILITY OF TYPEWRITTEN MATERIAL - PROPORTIONAL VERSUS STANDARD SPACING. JOURNAL OF TYPOGRAPHIC RESEARCH, 1967, 1, 125-36. (IV-17) DETERMINES WHETHER THE SPACING AND WIDTH OF CHARACTERS AFFECT THE READABILITY OF TYPEWRITTEN MATERIALS. READING SPEED AND COMPREHENSION SCORES OF 190 AND 198 ADULTS WERE OBTAINED ON SEVERAL EASY AND HARD PASSAGES TYPED WITH PROPORTIONAL OR WITH STANDARD SPACING.

6455 PENN, JULIA M. READING DISABILITY - A NEUROLOGICAL DEFICIT. EXCEPTIONAL CHILDREN, 1966, 33, 243-48. (I) CITES 55 REFERENCES IN A REVIEW OF MEDICAL AND EDUCATIONAL STUDIES RELATED TO READING DISABILITY. THE REVIEW CONCLUDES THAT PERHAPS SEVENTY PER CENT OR MORE OF RETARDED READERS HAVE NEUROLOGICAL DEFICITS.

6456 PETERS, MARGARET L. THE INFLUENCE OF READING METHODS ON SPELLING. BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, 1967, 37, 47-53. (V-4) COMPARES THE KINDS OF SPELLING ERRORS MADE BY ELEMENTARY SCHOOL STUDENTS TAUGHT TO READ BY FOUR DIFFERENT METHODS. SIXTY-NINE EIGHT-YEAR-OLDS WERE TAUGHT TO READ BY A PHONIC METHOD, A LIKE NUMBER WERE TAUGHT BY A LOOK-AND-SAY METHOD. ONE HUNDRED AND FIFTEEN WERE TAUGHT TO READ IN T.O. WITH THE SAME NUMBER TAUGHT IN I.T.A.

6457 PETTY, W. T., + BURNS, P. C. A SUMMARY OF INVESTIGATIONS RELATING TO THE ENGLISH LANGUAGE ARTS IN ELEMENTARY EDUCATION. ELEMENTARY ENGLISH, 1967, 44, 392-401, 430, 492-517. (I) SUMMARIZES 115 STUDIES RELATING TO ENGLISH LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. THE MAJORITY OF STUDIES ARE RELATED TO READING.

6458 PICK, ANNE D., THOMAS, MARGARET L., + PICK, H. L., JR. THE ROLE OF GRAPHEME-PHONEME CORRESPONDENCES IN THE PERCEPTION OF BRAILLE. JOURNAL OF VERBAL LEARNING AND VERBAL BEHAVIOR, 1966, 5, 298-300. (VI) COMPARES THE SPEED OF READING TWO TYPES OF PSEUDO-WORDS (THIRTY PRONOUNCEABLE AND THIRTY UNPRONOUNCEABLE WORDS CONTAINING THE SAME LETTERS) FOR 26 BRAILLE READERS.

6459 PLATTOR, EMMA R., + WOESTEHOFF, E. S. THE RELATIONSHIP BETWEEN READING MANUSCRIPT AND CURSIVE WRITING. ELEMENTARY ENGLISH, 1967, 44, 50-52. (V-11) PRESENTS COEFFICIENTS OF CORRELATION BETWEEN SCORES ON TWO ALTERNATE FORMS OF A STANDARDIZED READING ACHIEVEMENT MEASURE (ONE FORM WAS TRANSLITERATED INTO CURSIVE) ADMINISTERED TO 27 FIRST GRADERS, 40 THIRD GRADERS, AND 45 FIFTH GRADERS.

6460 PLESSAS, G. P. SOURCES OF READING RESEARCH - AN ANNOTATED BIBLIOGRAPHY. NEWARK, DELAWARE - INTERNATIONAL READING ASSOCIATION, 1965. (I) COMPILES A 39- ITEM ANNOTATED BIBLIOGRAPHY ON SOURCES OF READING RESEARCH INCLUDING STANDARD REFERENCES, JOURNALS AND PERIODICALS, AND BIBLIOGRAPHIES AND SUMMARIES.

6461 PONT, H. B. AN INVESTIGATION INTO THE USE OF THE S.R.A. READING LABORATORY IN THREE MIDLOTHIAN SCHOOLS. EDUCATIONAL RESEARCH, 1966, 8, 230-36. (V-8) COMPARES PRE-, POST-, AND POST-POST-INSTRUCTIONAL MEASURES OF SILENT READING ACHIEVEMENT FOR A TOTAL OF 205 PUPILS AT THREE ELEMENTARY GRADE LEVELS. CONTROL GROUPS RECEIVED NORMAL READING INSTRUCTION AND EXPERIMENTAL GROUPS USED THE S.R.A. READING LABORATORY II C FOR 12 WEEKS.

6462 POPP, HELEN M. THE MEASUREMENT AND TRAINING OF VISUAL DISCRIMINATION SKILLS PRIOR TO READING INSTRUCTION. JOURNAL OF EXPERIMENTAL EDUCATION, 1967, 35, 15-26. (V-3) INVESTIGATES EFFECTS OF TEST-SPECIFIC DISCRIMINATION TRAINING. A TOTAL OF 127 BEGINNING FIRST GRADERS WERE PRE-TESTED FOR VISUAL DISCRIMINATION OF BIGRAMS AND TRIGRAMS. SELECTED PUPILS WERE ASSIGNED EITHER TO THE EXPERIMENTAL GROUP WHICH RECEIVED TEST-SPECIFIC DISCRIMINATION TRAINING OR TO THE CONTROL GROUP WHICH RECEIVED NON-TEST SPECIFIC DISCRIMINATION TRAINING. PRE- AND POST-TEST SCORES WERE COMPARED FOR INDIVIDUALS AND FOR THE TWO GROUPS.

6463 PORTMAN, LISA. A READING COURSE FOR LABOR UNIONS. JOURNAL OF READING, 1966 , 10, 29-32. (V-6) DESCRIBES READING CLASSES EMPHASIZING READING RATE IMPROVEMENT FOR LABOR UNION LEADERS (MEAN AGE 49.6 YEARS) WHICH MEET TWO OR THREE TIMES WEEKLY FOR THREE WEEKS.

6464 PRENTICE, J. L. SEMANTICS AND SYNTAX IN WORD LEARNING. JOURNAL OF VERBAL LEARNING AND VERBAL BEHAVIOR, 1966, 5, 279-84. (IV-8) COMPARES POST- INSTRUCTIONAL SCORES ON TESTS OF ACQUISITION OF SYNTAX AND SEMANTIC MEANING FOR THREE GROUPS OF 16 FOURTH GRADERS EQUATED FOR SEX AND PRE-TESTED WORD KNOWLEDGE. EACH GROUP WAS ASSIGNED TO A DIFFERENT TRAINING CONDITION TO LEARN SEVEN TRIGRAMS AS NEW WORDS.

6465 RANKIN, E. F., JR. THE CLOZE PROCEDURE-A SURVEY OF RESEARCH. IN E. L. THURSTON + L. E. HAFNER (EDS.), THE PHILOSOPHICAL AND SOCIOLOGICAL BASES OF READING. YEARBOOK OF THE NATIONAL READING CONFERENCE, 1965, 14, 133-50. (I) REVIEWS 41 STUDIES RELATED TO THE CLOZE PROCEDURE AS A MEASURING INSTRUMENT AND AS A TEACHING DEVICE.

6466 RAWSON, MARGARET B. AFTER A GENERATION'S TIME - A FOLLOW-UP STUDY OF FIFTY-SIX BOYS - A PRELIMINARY REPORT. BULLETIN OF THE ORTON SOCIETY, 1966, 16, 24-37. (IV-12) REPORTS FOLLOW-UP DATA COLLECTED IN 1964-65 ON THE EDUCATIONAL ACHIEVEMENT, VOCATIONAL ACHIEVEMENT, OCCUPATIONAL STATUS, AND LANGUAGE SKILLS OF 56 MEN WHO ATTENDED AN ELEMENTARY SCHOOL BETWEEN 1930 AND 1947 AND WERE CLASSED THEN AS DYSLEXIC OR NON-DYSLEXIC CASES.

6467 RAY, D. D., + MARTIN, M. D. GAINS IN READING ACHIEVEMENT. JOURNAL OF READING, 1967, 10, 238-42. (V-6) COMPARES MEAN DIFFERENCES IN PRE- AND POST- INSTRUCTIONAL READING ACHIEVEMENT SCORES FOR 177 SUBJECTS IN A COLLEGE READING PROGRAM WHO SCORED BELOW OR ABOVE THE MEDIAN ON THE PRE-INSTRUCTIONAL MEASURE.

6468 REED, J. C. LATERALIZED FINGER AGNOSIA AND READING ACHIEVEMENT AT AGES 6 AND 10. CHILD DEVELOPMENT, 1967, 38, 213-20. (IV-10) ANALYZES RELATIONSHIPS BETWEEN MEASURED READING ACHIEVEMENT AND FINGER LOCALIZATION ERRORS FOR A TOTAL OF 32 FIRST GRADERS DIVIDED INTO A RIGHT LATERALIZATION AND A LEFT LATERALIZATION GROUP, AND A TOTAL OF 37 FIFTH GRADERS SIMILARLY DIVIDED INTO TWO LATERALIZATION GROUPS.

6469 REID, H. C., BELTRAMO, LOUISE, + MUEHL, S. TEACHING READING TO THE LOW GROUP IN THE FIRST GRADE-EXTENDED INTO SECOND GRADE. THE READING TEACHER, 1967, 20, 716-19. (V-4) COMPARES RESULTS IN READING ACHIEVEMENT FOR 128 BOY AND 75 GIRL LOW READING SECOND GRADERS TAUGHT BY THREE DIFFERENT APPROACHES.

6470 REID, W. R., + SCHOER, L. A. READING ACHIEVEMENT, SOCIAL-CLASS AND SUB- TEST PATTERN ON THE WISC. JOURNAL OF EDUCATIONAL RESEARCH, 1966, 59, 469-71. (IV-3) ANALYZES THE WISC SUB-TEST PATTERNS OF 87 FOURTH-GRADE MALES TO DETERMINE THE RELATIONSHIP BETWEEN THE PATTERNS AND READING ACHIEVEMENT AND SOCIAL-CLASS. SUBJECTS' FULL-SCALE I.Q.'S RANGED FROM 90-110 ON A GROUP MEASURE.

6471 RENGSTORFF, R. H. THE TYPES AND INCIDENCE OF HAND-EYE PREFERENCE AND ITS RELATIONSHIP WITH CERTAIN READING ABILITIES. AMERICAN JOURNAL OF OPTOMETRY AND ARCHIVES OF AMERICAN ACADEMY OF OPTOMETRY, 1967, 44, 233-38. (IV-10) INVESTIGATES HAND-EYE PREFERENCE AND RELATES IT TO READING ABILITY FOR 5,546 SUBJECTS (AGES 5 TO 75) FROM SIX DIFFERENT POPULATION SAMPLES.

6472 ROACH, E. G. EVALUATION OF AN EXPERIMENTAL PROGRAM OF PERCEPTUAL-MOTOR TRAINING WITH SLOW READERS. IN J. A. FIGUREL (ED.), VISTAS IN READING. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1966, 11, 446-50. (V-10) MEASURES THE EFFECT ON THE READING ACHIEVEMENT OF FORTY SLOW READERS (AGE RANGE - 95 TO 160 MONTHS) WHO RECEIVED EIGHT WEEKS OF PERCEPTUAL-MOTOR TRAINING AS COMPARED WITH A CONTROL GROUP OF FORTY CHILDREN WHO RECEIVED NO TRAINING.

6473 ROBECK, MILDRED C. TYPES OF READING DISABILITY. IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 298-300. (IV-12) TESTS THE HYPOTHESIS THAT INDEPENDENT OBSERVERS COULD IDENTIFY FIVE TYPES OF READING DISABILITY BY ANALYSIS OF ORAL READING ERROR PATTERNS. EACH OF 53 ADULT COLLEGE STUDENTS IN READING LABORATORY TRAINING ANALYZED TWO TAPED ORAL READING SAMPLES.

6474 ROBINSON, H. A. RELIABILITY OF MEASURES RELATED TO READING SUCCESS OF AVERAGE, DISADVANTAGED, AND ADVANTAGED KINDERGARTEN CHILDREN. THE READING TEACHER, 1966, 20, 203-09. (V-11) INVESTIGATES RELIABILITY OF EIGHT INSTRUMENTS DESIGNED TO IDENTIFY VISUAL, AUDITORY, OR VISUO-MOTOR ABILITIES, OR TO ASSESS READING READINESS OR GENERAL INTELLIGENCE. SUBJECTS TOTALLED 258, NUMBER IN SUB- GROUPS FOR SPECIFIC TESTS RANGED FROM 7 TO 52.

6475 ROBINSON, HELEN M., WEINTRAUB, S., + SMITH, HELEN K. SUMMARY OF INVESTIGATIONS RELATING TO READING, JULY 1, 1965 TO JUNE 30, 1966. READING RESEARCH QUARTERLY, 1966-67, 2 (2), 5-126. (I) SUMMARIZES AND ANNOTATES 306 STUDIES IN READING CLASSIFIED UNDER SIX MAJOR CATEGORIES - SUMMARIES OF SPECIFIC ASPECTS OF READING RESEARCH, TEACHER PREPARATION AND PRACTICE, SOCIOLOGY OF READING, PHYSIOLOGY AND SPYCHOLOGY OF READING, THE TEACHING OF READING, AND READING OF ATYPICAL LEARNERS.

6476 ROBINSON, J. P. WORLD AFFAIRS INFORMATION AND MASS MEDIA EXPOSURE. JOURNALISM QUARTERLY, 1967, 44, 23-30. (I) SUMMARIZES SURVEY TYPE STUDIES WHICH IDENTIFY PREDICTORS OF LEVEL OF PUBLIC AFFAIRS INFORMATION. EDUCATION LEVEL, INCOME, RACE, AND SEX WERE SHOWN TO INTERRELATE WITH USAGE OF MASS MEDIA AND KNOWLEDGE OF WORLD EVENTS.

6477 ROHWER, W. D., JR., + LYNCH, S. SEMANTIC CONSTRAINT IN PAIRED-ASSOCIATE LEARNING. JOURNAL OF EDUCATIONAL PSYCHOLOGY, 1966, 57, 271-78. (IV-8) COMPARES SCORES OF 252 FIFTH AND SIXTH GRADERS ON TESTS OF LEARNING TWENTY NOUN PAIRS IN THREE SIMILAR EXPERIMENTS. COMPARISONS WERE MADE ON THE BASIS OF RESPONSE MADE (RECALL OR RECOGNITION) AND FORM CLASS (NOUN PAIRS CONNECTED BY EITHER CONJUNCTIONS OR VERBS).

6478 ROSEN, C. L. AN EXPERIMENTAL STUDY OF VISUAL PERCEPTUAL TRAINING AND READING ACHIEVEMENT IN FIRST GRADE. PERCEPTUAL AND MOTOR SKILLS, 1966, 22, 979-86. (V-3) RELATES SCORES ON READING READINESS, VISUAL PERCEPTION, AND INTELLIGENCE MEASURES TO POST-INSTRUCTIONAL READING ACHIEVEMENT SCORES. SUBJECTS WERE 637 PUPILS IN 25 FIRST-GRADE CLASSROOMS. THE EXPERIMENTAL GROUP (12 CLASSROOMS) RECEIVED VISUAL PERCEPTUAL TRAINING DURING SCHEDULED READING PERIODS FOR 29 DAYS.

6479 RUDDELL, R. B. READING INSTRUCTION IN FIRST GRADE WITH VARYING EMPHASIS ON THE REGULARITY OF GRAPHEME-PHONEME CORRESPONDENCES AND THE RELATION OF LANGUAGE STRUCTURE TO MEANING-EXTENDED INTO SECOND GRADE. THE READING TEACHER, 1967, 20, 730-39. (V-4) INVESTIGATES THE EFFECT ON READING ACHIEVEMENT OF SPECIALLY PREPARED READING PROGRAMS VARYING IN REGULARITY OF GRAPHEME-PHONEME CORRESPONDENCES AND THE RELATION OF LANGUAGE STRUCTURE TO MEANING FOR FOUR GROUPS OF SECOND GRADERS (N=75, N=75, N=75, AND N=88).

6480 RUDDELL, R. B. VARIATION IN SYNTACTICAL LANGUAGE DEVELOPMENT AND READING COMPREHENSION ACHIEVEMENT OF SELECTED FIRST GRADE CHILDREN. IN J. A. FIGUREL (ED.), VISTAS IN READING. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1966, 11, 420-25. (IV-8) DETERMINES THE RELATIONSHIPS BETWEEN THIRTY FIRST GRADERS' ABILITY TO COMPREHEND AND PRODUCE SELECTED SYNTACTICAL ITEMS AND SOCIO- ETHNIC CLASSIFICATION AND BETWEEN THE SAME SUBJECTS' SYNTACTICAL DEVELOPMENT AND VOCABULARY ACHIEVEMENT AND READING COMPREHENSION.

6481 RUDNICK, M., STERRITT, G. M., + FLAX, M. AUDITORY AND VISUAL RHYTHM PERCEPTION AND READING ABILITY. CHILD DEVELOPMENT, 1967, 38, 581-87. (IV-4) CORRELATES THREE PERCEPTUAL TESTS (AUDITORY, VISUAL, AND VISUAL-AUDITORY) WITH MEASURES OF INTELLIGENCE AND READING ACHIEVEMENT FOR 36 THIRD-GRADE BOYS OF MIDDLE-CLASS BACKGROUND.

6482 RUTHERFORD, W. L. VISION AND PERCEPTION IN THE READING PROCESS. IN J. A. FIGUREL (ED.), VISTAS IN READING. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1966, 11, 503-07. (I) REVIEWS RESEARCH ON VISUAL PROBLEMS AND VISUAL PERCEPTION IN RELATION TO LEARNING TO READ. NINETEEN SOURCES ARE CITED.

6483 SAFFORD, A. L., + WATTS, C. A. AN EVALUATION OF A PUBLIC SCHOOL PROGRAM FOR EDUCATIONALLY HANDICAPPED CHILDREN. CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH, 1967, 28, 125-31. (IV-12) EVALUATES PROGRESS IN READING, SPELLING, AND ARITHMETIC FOR 27 SUBJECTS DIAGNOSED AS HAVING ORGANIC BRAIN DISORDER AND ENROLLED IN A SPECIAL EDUCATIONAL PROGRAM.

6484 SARTAIN, H. INDIVIDUALIZED READING - AN ANNOTATED BIBLIOGRAPHY. NEWARK, DELAWARE - INTERNATIONAL READING ASSOCIATION, 1964. (I) PRESENTS A 62-ITEM ANNOTATED BIBLIOGRAPHY ON INDIVIDUALIZED READING INCLUDING DESCRIPTIONS OF PROGRAMS, BOOK LISTS, RESEARCH SUMMARIES, AND EXPERIMENTAL STUDIES.

6485 SAVAGE, R. D., + O'CONNOR, D. J. RESEARCH NOTES - THE ASSESSMENT OF READING AND ARITHMETIC RETARDATION IN THE SCHOOL. BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, 1966, 36, 317-18. (V-11) PROPOSES A FORMULA FOR PREDICTING READING AND ARITHMETIC LEVELS FOR SEVEN-YEAR-OLDS OF A GIVEN I.Q. ON THE BASIS OF INTERCORRELATIONS BETWEEN I.Q., READING QUOTIENT, AND ARITHMETIC QUOTIENT FOR 419 SEVEN-AND-A-HALF YEAR OLD CHILDREN.

6486 SCHELL, DONNA M., VEROFF, J., + SCHELL, R. E. ACHIEVEMENT MOTIVATION AND PERFORMANCE AMONG SECOND-GRADE BOYS AND GIRLS. JOURNAL OF EXPERIMENTAL EDUCATION , 1967, 35, 66-73. (IV-11) USES TWO READING TASKS TO INVESTIGATE THE RELATION OF TWO TYPES OF ACHIEVEMENT MOTIVATION TO READING PERFORMANCE OF 168 SECOND- GRADE CHILDREN (65 GIRLS AND 63 BOYS).

6487 SCHIFFMAN, G. B. DIAGNOSING CASES OF READING DISABILITY WITH SUGGESTED NEUROLOGICAL IMPAIRMENT. IN J. A. FIGUREL (ED.), VISTAS IN READING. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1966, 11, 513-21. (V-10) COMPARES MEASURED GAINS IN READING ACHIEVEMENT AND OTHER VARIABLES FOR THREE GROUPS OF SEVERELY RETARDED READERS AFTER ONE YEAR'S EXPERIMENTAL INSTRUCTION AND AGAIN ONE YEAR LATER.

6488 SCHLANGER, B. B., + GALANOWSKY, GLORIA I. AUDITORY DISCRIMINATION TASKS PERFORMED BY MENTALLY RETARDED AND NORMAL CHILDREN. JOURNAL OF SPEECH AND HEARING RESEARCH, 1966, 9, 434-40. (VI) DETERMINES DIFFERENCES BETWEEN THE TWO GROUPS IN MEASURED LISTENING ABILITY. A BATTERY OF AUDITORY DISCRIMINATION TESTS WAS GIVEN TO 85 INSTITUTIONALIZED EDUCABLE MENTALLY RETARDED CHILDREN AND 86 NORMAL SCHOOL CHILDREN OF APPROXIMATELY THE SAME MENTAL AGES.

6489 SCHNEYER, J. W. READING ACHIEVEMENT OF FIRST GRADE CHILDREN TAUGHT BY A LINGUISTIC APPROACH AND A BASAL READER APPROACH-EXTENDED INTO SECOND GRADE. THE READING TEACHER, 1967, 20, 704-10. (V-4) EXAMINES END OF SECOND GRADE RESULTS IN READING ACHIEVEMENT FOR 262 SUBJECTS USING A LINGUISTIC APPROACH WITH 222 SUBJECTS USING A BASAL READER APPROACH. A RANDOM SAMPLE WAS ALSO COMPARED ON CREATIVE WRITING AND ORAL READING.

6490 SHEARER, E. THE LONG-TERM EFFECTS OF REMEDIAL EDUCATION. EDUCATIONAL RESEARCH, 1967, 9, 219-22. (IV-12) INVESTIGATES THE LONG-TERM EFFECTS OF REMEDIAL EDUCATION FOR 46 STUDENTS, 22 OF WHOM RECEIVED FURTHER REMEDIAL HELP IN THEIR MODERN SCHOOL AND 24 WHO DID NOT. THE TWO GROUPS WERE COMPARED WITH CHILDREN WHO HAD BEEN RECOMMENDED FOR REMEDIAL EDUCATION BUT WHO HAD NOT RECEIVED IT.

6491 SHELDON, W. D., NICHOLS, NANCY J., + LASHINGER, D. R. EFFECT OF FIRST GRADE INSTRUCTION USING BASAL READERS, MODIFIED LINGUISTIC MATERIALS AND LINGUISTIC READERS-EXTENDED INTO SECOND GRADE. THE READING TEACHER, 1967, 20, 720-25. (V-4) COMPARES RESULTS IN READING ACHIEVEMENT FOR 376 SECOND GRADERS AND INVESTIGATES PERFORMANCE ON OTHER FACTORS (ORAL READING, CREATIVE WRITING, ETC.) FOR 150 RANDOMLY SELECTED SUBJECTS TAUGHT BY THREE DIFFERENT APPROACHES - BASAL READER, MODIFIED LINGUISTIC, AND LINGUISTIC.

6492 SHEPERD, G. SELECTED FACTORS IN THE READING ABILITY OF EDUCABLE MENTALLY RETARDED BOYS. AMERICAN JOURNAL OF MENTAL DEFICIENCY, 1967, 71, 563-70. (VI) CONTRASTS THE READING PROCESS AND ABILITY OF TWO GROUPS (TWENTY MATCHED PAIRS) OF EDUCABLE MENTALLY RETARDED BOYS IN SPECIAL CLASSES MATCHED ON MENTAL AGE, BUT DIFFERING IN READING AGE.

6493 SILVAROLI, N. J., + WHEELOCK, W. H. AN INVESTIGATION OF AUDITORY DISCRIMINATION TRAINING FOR BEGINNING READERS. THE READING TEACHER, 1966, 20, 247-51. (IV-7) RELATES PRE- AND POST-INSTRUCTIONAL SCORES ON MEASURES OF AUDITORY DISCRIMINATION AND READING READINESS FOR 120 DISADVANTAGED KINDERGARTNERS RANDOMLY ASSIGNED TO A CONTROL OR ONE OF TWO EXPERIMENTAL GROUPS. THE CHILDREN IN THE EXPERIMENTAL GROUPS WERE TRAINED IN DISCRIMINATING SOUNDS IN EITHER KNOWN OR NONSENSE WORDS FOR FIVE WEEKS.

6494 SINGER, H. CHANGING PATTERNS OF FACTORS IN POWER OF READING, ELEMENTARY THROUGH COLLEGE LEVELS. IN E. L. THURSTON + L. E. HAFNER (EDS.), THE PHILOSOPHICAL AND SOCIOLOGICAL BASES OF READING. YEARBOOK OF THE NATIONAL READING CONFERENCE, 1965, 14, 41-56. (IV-3) PRESENTS RESULTS OF STATISTICAL TREATMENT OF SCORES ON LINGUISTIC, PERCEPTUAL, AND OTHER MEASURES ADMINISTERED TO ABOUT 250 PUPILS EACH IN GRADES THREE THROUGH SIX. SUBSTRATA-FACTOR PATTERNS WERE COMPARED FROM GRADE SIX THROUGH THE COLLEGE LEVEL AND THESE CHANGING PATTERNS IN READING WERE RELATED TO THEORIES OF INTELLECTUAL DEVELOPMENT.

6495 SINGER, H. AN INSTRUCTIONAL STRATEGY FOR DEVELOPING CONCEPTUAL RESPONSES IN READING READINESS. IN J. A. FIGUREL (ED.), VISTAS IN READING. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1966, 11, 425-31. (I) SUMMARIZES 49 STUDIES TO PRESENT A THEORETICAL FRAMEWORK SUPPORTING THE THESIS THAT THE DEVELOPMENT OF A CONCEPTUAL RESPONSE SYSTEM (AN INTERMODAL COMMUNICATION SYSTEM) IN READING READINESS CAN BE FACILITATED BY MEANS OF A DELIBERATE INSTRUCTIONAL STRATEGY.

6496 SINGER, R. N., + BRUNK, J. W. RELATION OF PERCEPTUAL-MOTOR ABILITY AND INTELLECTUAL ABILITY IN ELEMENTARY SCHOOL CHILDREN. PERCEPTUAL AND MOTOR SKILLS, 1967, 24, 967-70. (IV-3) CORRELATES RESULTS FROM A PERCEPTUAL-MOTOR TEST WITH A TEST OF INTELLECTUAL ABILITY AND THE STANFORD ACHIEVEMENT TOTAL AND SUB-TEST SCORES FOR 48 THIRD GRADERS AND 43 FOURTH GRADERS FROM UPPER MIDDLE-CLASS FAMILIES.

6497 SNIPES, W. T. THE EFFECT OF MOVING ON READING ACHIEVEMENT. THE READING TEACHER, 1966, 20, 242-46. (IV-11) COMPARES MEAN RAW SCORES (ADJUSTED FOR AGE AND I.Q.) OF 483 SIXTH GRADERS IN ONE COUNTY ON READING SUB-TESTS OF A STANDARDIZED ACHIEVEMENT BATTERY. COMPARISONS WERE MADE AMONG GROUPS DIFFERENTIATED AS TO NUMBER AND DURATION OF RESIDENCE CHANGES DURING SUBJECTS' SCHOOL YEARS.

6498 SPACHE, G. D. CLASSROOM ORGANIZATION FOR READING INSTRUCTION - AN ANNOTATED BIBLIOGRAPHY. NEWARK, DELAWARE - INTERNATIONAL READING ASSOCIATION, 1965. (I) ANNOTATES 111 ITEMS ON CLASSROOM ORGANIZATION FOR READING INSTRUCTION DIVIDED INTO AREAS SUCH AS - HOMOGENEOUS-HETEROGENEOUS, CROSS-CLASS, NON-GRADED, TEAM TEACHING, INDIVIDUALIZED, AND COMPARATIVE STUDIES.

6499 SPREEN, O., + SCHULZ, R. W. PARAMETERS OF ABSTRACTION, MEAINGFULNESS, AND PRONOUNCIABILITY FOR 329 NOUNS. JOURNAL OF VERBAL LEARNING AND VERBAL BEHAVIOR, 1966, 5, 459-68. (IV-8) REPORTS AN EXPERIMENT IN WHICH A LIST OF 329 HIGH- FREQUENCY NOUNS WERE PRESENTED, SHOWING MEAN RATINGS FOR SPECIFICITY, CONCRETENESS, AND MEANINGFULNESS, ASSIGNED BY 23, 22, AND 58 UNDERGRADUATES, RESPECTIVELY. INTERCORRELATIONS AMONG ABOVE VARIABLES AND LENGTH AND RATED PRONOUNCIABILITY OF LISTED NOUNS WERE TABULATED.

6500 STANCHFIELD, JO M. INCREASING BOYS' READING ACHIEVEMENT THROUGH INSTRUCTIONAL MATERIAL. IN J. A. FIGUREL (ED.), VISTAS IN READING. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1966, 11, 440-44. (V-4) COMPARES POST- INSTRUCTIONAL MEASURES OF READING ACHIEVEMENT FOR TWO GROUPS OF 86 FIRST GRADERS , EACH ASSIGNED TO EITHER A CONTROL GROUP WHO RECEIVED TRADITIONAL INSTRUCTION OR AN EXPERIMENTAL GROUP WHO USED SPECIALLY SELECTED MATERIALS.

6501 STAUFFER, R. G. THE EFFECTIVENESS OF LANGUAGE ARTS AND BASIC READER APPROACHES TO FIRST GRADE READING INSTRUCTION. THE READING TEACHER, 1966, 20, 18-24. (V-4) COMPARES POST-INSTRUCTIONAL SCORES ON MEASURES OF ATTITUDE AND READING AND WRITING ACHIEVEMENT FOR A CONTROL GROUP (119 BOYS AND 113 GIRLS) RECEIVING INSTRUCTION THROUGH A BASIC SERIES APPROACH AND AN EXPERIMENTAL GROUP (117 BOYS AND 84 GIRLS) RECEIVING INSTRUCTION THROUGH A LANGUAGE ARTS APPROACH.

6502 STAUFFER, R. G. A VOCABULARY STUDY COMPARING READING, ARITHMETIC, HEALTH AND SCIENCE TEXTS. THE READING TEACHER, 1966, 20, 141-47. (V-8) REPORTS A COMPARATIVE WORD COUNT MADE IN SEVEN BASIC READING SERIES AND IN THREE SERIES EACH OF THREE DIFFERENT CONTENT AREAS FOR GRADES ONE, TWO, AND THREE.

6503 STAUFFER, R. G., + HAMMOND, W. D. THE EFFECTIVENESS OF LANGUAGE ARTS AND BASIC READER APPROACHES TO FIRST GRADE READING INSTRUCTION-EXTENDED INTO SECOND GRADE. THE READING TEACHER, 1967, 20, 740-46. (V-4) DETERMINES THE EFFECT OF THE LANGUAGE ARTS APPROACH USED WITH 104 BOYS AND 102 GIRLS AND THE BASIC READER APPROACH USED WITH 100 BOYS AND 83 GIRLS (ALL SECOND GRADERS) ON READING ACHIEVEMENT, ATTITUDE, INTEREST, AND OTHER VARIABLES.

6504 STEMPEL, G. H., III. A FACTOR ANALYTIC STUDY OF READER INTEREST IN NEWS. JOURNALISM QUARTERLY, 1967, 44, 326-33. (III-4) INTERCORRELATES AND FACTOR- ANALYZES RATINGS MADE BY 116 WOMEN AND 109 MEN OF THEIR INTEREST IN 38 DIFFERENT HEADLINES TO DEVELOP CATEGORIES OF READER INTEREST IN NEWS.

6505 STEPHENS, W. E., CUNNINGHAM, E. S., + STIGLER, B. J. READING READINESS AND EYE HAND PREFERENCE PATTERNS IN FIRST GRADE CHILDREN. EXCEPTIONAL CHILDREN, 1967, 33, 481-88. (IV-10) ASSESSES THE RELATIONSHIP BETWEEN SEX, AGE, I.Q., READING READINESS TEST SCORES, AND PATTERNS OF EYE-HAND PREFERENCE FOR 44 BOYS AND 45 GIRLS BEGINNING FIRST GRADE.

6506 STERRITT, G. M., + RUDNICK, M. AUDITORY AND VISUAL RHYTHM PERCEPTION IN RELATION TO READING ABILITY IN FOURTH GRADE BOYS. PERCEPTUAL AND MOTOR SKILLS, 1966, 22, 859-64. (IV-4) STUDIES RELATIONSHIPS AMONG MEAN SCORES OF 36 BOYS ON MEASURES OF INTELLIGENCE, READING COMPREHENSION, AND TEST OF VISUAL, AUDITORY, AND VISUAL-AUDITORY PERCEPTION.

6507 STRANG, RUTH. EXPLORATION OF THE READING PROCESS. READING RESEARCH QUARTERLY, 1967, 2, (3), 33-45. (I) REVIEWS FOUR DOCTORAL DISSERTATIONS EXPLORING ASPECTS OF THE READING PROCESS - THE FIRST INVESTIGATES MENTAL ABILITIES, THE SECOND DESCRIBES THE READING PROCESS OF SEVERELY RETARDED READERS, THE THIRD EXPLORES THE RELATION BETWEEN SELF-CONCEPT AND ACHIEVEMENT, AND THE FOURTH INVESTIGATES THE INFLUENCES OF READING. FOURTEEN OTHER SOURCES WERE CITED.

6508 STUART, I. R. PERCEPTUAL STYLE AND READING ABILITY - IMPLICATIONS FOR AN INSTRUCTIONAL APPROACH. PERCEPTUAL AND MOTOR SKILLS, 1967, 24, 135-38. (IV-6) REPORTS RELATIONSHIPS FOUND BETWEEN READING GRADE LEVELS AND SCORES ON THE EMBEDDED FIGURES TEST FOR 40 MALE AND 43 FEMALE SEVENTH AND EIGHTH GRADERS IDENTIFIED AS EITHER GOOD OR POOR READERS.

6509 SUMMERS, E. G. READING IN THE SECONDARY SCHOOL. REVIEW OF EDUCATIONAL RESEARCH, 1967, 37, 134-51. (I) CITES 141 REFERENCES IN A REVIEW OF RESEARCH RELATED TO SECONDARY READING PUBLISHED BETWEEN JULY, 1963, AND JUNE, 1966. THE CATEGORIES COVERED BEGIN WITH BIBLIOGRAPHIES AND REVIEWS. ALSO INCLUDED ARE - PROGRAM DESCRIPTION AND EVALUATION, READING IN CONTENT AREAS, FACTORS RELATED TO READING ACHIEVEMENT, READING SKILLS AND ACHIEVEMENT, DEVELOPMENTS OF INTERESTS, TASTES AND ATTITUDES, AND READING PROBLEMS.

6510 SUMMERS, E. G., + LAFFEY, J. DOCTORAL DISSERTATION RESEARCH IN READING FOR 1964, PART I. JOURNAL OF READING, 1966, 10, 169-84, 187. (I) ANNOTATES 19 DOCTORAL DISSERTATIONS REPORTED IN DISSERTATION ABSTRACTS, ANN ARBOR, MICHIGAN, FOR 1964. A BRIEF SUMMARY OF DOCTORAL RESEARCH IN ELEMENTARY, SECONDARY, AND COLLEGE AND ADULT READING WERE ALSO INCLUDED.

6511 SUMMERS, E. G., + LAFFEY, J. DOCTORAL DISSERTATION RESEARCH IN READING FOR 1964, PART II. JOURNAL OF READING, 1967, 10, 243-57. (I) ANNOTATES 26 DOCTORAL DISSERTATIONS AS REPORTED IN DISSERTATION ABSTRACTS.

6512 SUMMERS, E. G., + LAFFEY, J. DOCTORAL DISSERTATION RESEARCH IN READING FOR 1964, PART III. JOURNAL OF READING, 1967, 10, 305-27. (I) ANNOTATES 41 DOCTORAL DISSERTATIONS AS REPORTED IN DISSERTATION ABSTRACTS FOR 1964.

6513 SUMMERS, E. G., + LAFFEY, J. DOCTORAL DISSERTATION RESEARCH IN READING FOR 1964, PART IV. JOURNAL OF READING, 1967, 10, 383-92. (I) ANNOTATES 16 DOCTORAL DISSERTATIONS AS REPORTED IN DISSERTATION ABSTRACTS FOR 1964.

6514 SWALES, T. D. THE ATTAINMENTS IN READING AND SPELLING OF CHILDREN WHO LEARNED TO READ THROUGH THE INITIAL TEACHING ALPHABET. BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, 1967, 37, 126-27. (V-4) COMPARES THE READING AND SPELLING ACHIEVEMENT OF TWO MATCHED GROUPS TOTALLING 198 THIRD-YEAR CHILDREN WHO WERE TAUGHT BY I.T.A. OR T.O.

6515 TERANGO, L. PITCH AND DURATION CHARACTERISTICS OF THE ORAL READING OF MALES ON A MASCULINITY-FEMININITY DIMENSION. JOURNAL OF SPEECH AND HEARING RESEARCH, 1966, 9, 590-95. (IV-8) ANALYZES AND COMPARES WITH SIMILAR STUDIES MASCULINITY-FEMININITY RATINGS BY 114 LISTENERS OF 14 MALE COLLEGE STUDENT SUBJECTS WHO READ ALOUD A 55 WORD PROSE PASSAGE. ELECTRONIC MEASURES WERE ALSO MADE OF THE SUBJECTS' VOCAL CHARACTERISTICS.

6516 TINKER, M. A. EXPERIMENTAL STUDIES ON THE LEGIBILITY OF PRINT - AN ANNOTATED BIBLIOGRAPHY. READING RESEARCH QUARTERLY, 1966, 1 (4), 67-118. (I) LISTS, SUMMARIZES, AND DISCUSSES MORE THAN 200 RESEARCH STUDIES AND REPORTS UNDER ELEVEN MAJOR HEADINGS INCLUDING - METHODOLOGY, LEGIBILITY OF SYMBOLS AND TYPE SIZE, LEADING AND SPACING, COLOR OF PRINT AND BACKGROUND, AND RELEVANT SUPPLEMENTARY INFORMATION.

6517 TINKER, M. A. THE TEN MORE IMPORTANT LEGIBILITY STUDIES-AN ANNOTATED BIBLIOGRAPHY. THE READING TEACHER, 1966, 20, 46-48, 53. (I) SUMMARIZES TEN OUTSTANDING INVESTIGATIONS OF LEGIBILITY.

6518 TREISMAN, ANNE M. READING RATE, WORD INFORMATION AND AUDITORY MONITORING OF SPEECH. NATURE, 1965, 205, 1297-1300. (IV-9) REPORTS AND INTERPRETS THE EFFECT OF DELAYED AUDITORY FEEDBACK ON READING RATE. A TOTAL OF 63 UNIVERSITY- EDUCATED SUBJECTS WERE ASSIGNED TO ONE OF FIVE EXPERIMENTAL CONDITIONS FOR READING SIX 100-WORD PASSAGES WITH VARYING INFORMATION-PER-WORD RATIOS.

6519 TRELA, T. M. COMPARING ACHIEVEMENT ON TESTS OF GENERAL AND CRITICAL READING. JOURNAL OF THE READING SPECIALIST, 1967, 6, 140-42. (V-11) COMPARES THE ACHIEVEMENT OF 318 NINTH GRADERS ON TESTS OF GENERAL READING ABILITY AND CRITICAL READING ABILITY TO ASCERTAIN THE DIFFERENT FACTORS WHICH THEY MEASURE.

6520 TRIONE, V., + LARSON, J. A SCHOOL EXPLORES ITA. CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH, 1967, 28, 96-101. (V-4) REPORTS THE PERFORMANCE OF THREE GROUPS OF FIRST GRADERS, (ONE I.T.A. CLASS OF 26 PUPILS AND TWO CONTROL CLASSES OF 17 AND 19 PUPILS, RESPECTIVELY) ON READING VOCABULARY AND READING COMPREHENSION AFTER ONE YEAR OF INSTRUCTION.

6521 VAN GILDER, L. L. IMPROVING THE COMPREHENSION OF THE EMOTIONALLY DISTURBED . IN J. A. FIGUREL (ED.), READING AND INQUIRY. PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, 1965, 10, 205-07. (I) SUMMARIZES SELECTED STUDIES ON DIFFERENT FACTORS RELATED TO READING DISABILITY AT THE HIGH SCHOOL AND COLLEGE LEVELS.

6522 VENEZKY, R. L. ENGLISH ORTHOGRAPHY - ITS GRAPHICAL STRUCTURE AND ITS RELATION TO SOUND. READING RESEARCH QUARTERLY, 1967, 2 (3), 75-105. (IV-8) PRESENTS SETS OF ORTHOGRAPHIC PATTERNS BASED UPON AN ANALYSIS OF THE SPELLINGS AND PRONOUNCIATIONS OF THE 20,000 MOST COMMON ENGLISH WORDS AND MAKES SUGGESTIONS FOR INCORPORATING THESE PATTERNS INTO THE TEACHING OF READING.

6523 VENEZKY, R. L. READING - GRAPHEME-PHONEME RELATIONSHIP. EDUCATION, 1967, 87, 519-24. (I) REVIEWS STUDIES CONCERNING ENGLISH ORTHOGRAPHY AND DISSCUSSES THEIR IMPLICATIONS FOR THE TEACHING OF READING. SEVEN SOURCES WERE INCLUDED.

6524 VERNON, M. D. TEN MORE IMPORTANT SOURCES OF INFORMATION ON VISUAL PERCEPTION IN RELATION TO READING. THE READING TEACHER, 1966, 20, 134-35. (I) SUMMARIZES TEN SELECTED STUDIES ON VISUAL PERCEPTION AND READING.

6525 VERNON, MAGDALEN D. (COMPILER). VISUAL PERCEPTION AND ITS RELATION TO READING - AN ANNOTATED BIBLIOGRAPHY. NEWARK, DELAWARE - INTERNATIONAL READING ASSOCIATION, 1966. (I) ABSTRACTS 55 STUDIES UNDER FOUR HEADINGS - PERCEPTION OF SHAPE BY YOUNG CHILDREN, PERCEPTION OF WORDS BY CHILDREN, PERCEPTION IN BACKWARD READERS, AND PERCEPTION OF SHAPES, LETTERS, AND WORDS BY ADULTS.

6526 VILSCEK, ELAINE, MORGAN, LORRAINE, + CLELAND, D. COORDINATING AND INTEGRATING LANGUAGE ARTS INSTRUCTION IN FIRST GRADE. THE READING TEACHER, 1966, 20, 31-37. (V-4) COMPARES POST-INSTRUCT IONAL SCORES ON 26 MEASURES OF ATTITUDE AND ACHIEVEMENT IN READING AND OTHER LANGUAGE ARTS FOR A CONTROL GROUP OF PUPILS IN 12 CLASSROOMS USING A COORDINATED BASAL LANGUAGE ARTS APPROACH, AND FOR AN EXPERIMENTAL GROUP IN 12 CLASSROOMS USING AN INTEGRATED EXPERIENCE APPROACH TO COMMUNICATION.

6527 WACHS, T. D., + CROMWELL, R. L. PERCEPTUAL DISTORTIONS BY MENTALLY RETARDED AND NORMAL CHILDREN IN RESPONSE TO FAILURE INFORMATION. AMERICAN JOURNAL OF MENTAL DEFICIENCY, 1966, 70, 803-86. (VI) COMPARES PERCEPTUAL DISTORTION SCORES UNDER NON-STRESS VERSUS FAILURE CONDITIONS FOR 22 EDUCABLE MENTALLY RETARDED CHILDREN WITH AN AGE-MATCHED GROUP OF 22 MENTALLY NORMAL CHILDREN WHO WERE REQUIRED TO READ TACHISTOSCOPICALLY PRESENTED LETTERS AND FIGURES.

6528 WAITE, R. R., BLOM, G. E., ZIMET, SARA F., + EDGE, STELLA. FIRST-GRADE READING TEXTBOOKS. ELEMENTARY SCHOOL JOURNAL, 1967, 67, 366-74. (V-8) QUANTIFIES SELECTED DIMENSIONS OF INTEREST, INCLUDING JUDGED APPROPRIATENESS OF EACH STORY FOR DIFFERING AGE AND SEX GROUPS, IN A CONTENT ANALYSIS OF 1307 PRE-PRIMER AND PRIMER STORIES IN 12 READING SERIES.

6529 WALL, R. C. A COMPARATIVE STUDY OF TWO FIRST GRADE READING PROGRAMS. ILLINOIS SCHOOL RESEARCH, 1967, 3, 28-31. (V-4) COMPARES END-OF-YEAR READING ACHIEVEMENT SCORES FOR TWO 24-PUPIL CLASSES, ONE OF WHICH HAD RECEIVED TRADITIONAL BASAL READER INSTRUCTION AND ONE OF WHICH HAD RECEIVED INSTRUCTION STRESSING SOUND-SYMBOL RELATIONSHIPS.

6530 WALSTER, ELAINE, ARONSON, E., + ABRAHAMS, D. ON INCREASING THE PERSUASIVENESS OF A LOW PRESTIGE COMMUNICATOR. JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY, 1966, 2, 325-42. (III-11) TESTS IN TWO EXPERIMENTS THE HYPOTHESIS THAT THE PERSUASIVENESS OF A COMMUNICATOR IS INCREASED WHEN HE ARGUES AGAINST HIS OWN INTERESTS. SUBJECTS WERE 140 AND 233 JUNIOR HIGH SCHOOL STUDENTS.

6531 WARK, D. TWENTY-FIVE YEARS OF RESEARCH ON ADULT READING. IN E. L. THURSTON + L. E. HAFNER (EDS.), THE PHILOSOPHICAL AND SOCIOLOGICAL BASES OF READING. YEARBOOK OF THE NATIONAL READING CONFERENCE, 1965, 14, 218-23. (I) CATEGORIZES 729 STUDIES IN COLLEGE AND ADULT READING UNDER 22 TOPICS IN RANK ORDER OF THEIR OCCURRENCE FROM 1935-1960. SPECIFIC REFERENCES ARE NOT CITED, RATHER AN OVERVIEW OF MAJOR RESEARCH INTERESTS AND TRENDS OVER FIVE FIVE-YEAR PERIODS IS PRESENTED.

6532 WARK, D. M., RAYGOR, A. L., + SUMMERS, E. G. READING RATE INCREASE THROUGH THE MAIL. JOURNAL OF READING, 1967, 10, 393-98. (V-6) COMPARES MEASURED MEAN INCREASE IN READING RATE AND COMPREHENSION FOR 18 CORRESPONDENCE STUDENTS IN A HOW-TO-STUDY COURSE WITH MEAN INCREASES REPORTED IN 19 PRIOR STUDIES OF READING IMPROVEMENT.

6533 WARNER, DOLORES. THE DIVIDED-DAY PLAN FOR READING ORGANIZATION. THE READING TEACHER, 1967, 20, 397-99. (V-7) COMPARES MEASURED ACHIEVEMENT IN READING AT THE END OF GRADE B 1 FOR THREE TREATMENT GROUPS (TOTALLING 372 PUPILS) EQUATED FOR PUPIL INTELLIGENCE AND TEACHER PREPARATION, BUT DIFFERING IN ORGANIZATIONAL ARRANGEMENTS.

6534 WEAVER, W. W., + GARRISON, N. THE CODING OF PHRASES - AN EXPERIEMNTAL STUDY. JOURNAL OF COMMUNICATION, 1966, 16, 192-98. (IV-8) EXAMINES THE EFFECTS OF SEQUENCE ON THE SPEED OF READING ALOUD LISTS OF PREPOSITIONAL PHRASES BY FORTY SUBJECTS.

6535 WEDEEN, SHIRLEY U. A TWO-YEAR BASIC SKILLS STUDY. JOURNAL OF READING, 1967, 10, 231-37. (V-6) COMPARES SCORES ON PRE- AND POST-EXPERIMENTAL READING AND WRITING TESTS OF THE EXPERIMENTAL GROUP WHICH WAS PARTICIPATING IN A SIX- WEEK COLLEGE READING AND/OR WRITING IMPROVEMENT COURSE AND THE CONTROL GROUP WHICH WAS NOT. INITIAL TESTING TOOK PLACE AFTER THE SIX WEEKS. SUBJECTS THEN TOTALLED 36. ONLY 24 OF THESE WERE FOLLOWED UP IN THE FINAL TESTING TWO YEARS LATER.

6536 WEINER, P. S. AUDITORY DISCRIMINATION AND ARTICULATION. JOURNAL OF SPEECH AND HEARING DISORDERS, 1967, 32, 19-28. (I) REVIEWS CRITICALLY 37 INVESTIGATIONS OF THE RELATIONSHIP BETWEEN AUDITORY DISCRIMINATION AND ARTICULATORY DEFECTS, INCLUDING REFERENCE TO THE RELATIONSHIPS BETWEEN POOR DISCRIMINATION AND POOR READING.

6537 WEINTRAUB, S. WHAT RESEARCH SAYS TO THE READING TEACHER - ILLUSTRATIONS FOR BEGINNING READING. THE READING TEACHER, 1966, 20, 61-67. (I) USES 14 REFERENCES IN A REVIEW OF THE LITERATURE ON THE EFFECTS OF ILLUSTRATIONS ON COMPREHENSION, WORD RECOGNITION, AND INTEREST OF BEGINNING READERS.

6538 WEINTRAUB, S. (ED.) WHAT RESEARCH SAYS TO THE READING TEACHER - LISTENING COMPREHENSION, BY DEBRAH WEISS. THE READING TEACHER, 1967, 20, 639-47. (I) REVIEWS 31 INVESTIGATIONS OF LISTENING IN RELATIONSHIP TO THE OTHER LANGUAGE ARTS, ESPECIALLY READING.

6539 WEINTRAUB, S. WHAT RESEARCH SAYS TO THE READING TEACHER - PUPIL CONCEPTIONS OF THE TEACHER. THE READING TEACHER, 1967, 20, 441-46. (I) CITES 14 REFERENCES RELATED TO ATTEMPTS TO MEASURE PUPIL PERCEPTIONS AND EVALUATIONS OF TEACHERS.

6540 WEINTRAUB, S. WHAT RESEARCH SAYS TO THE READING TEACHER - READINESS MEASURES FOR PREDICTING READING ACHIEVEMENT. THE READING TEACHER, 1967, 20, 551-58. (I) REVIEWS 18 RECENT INVESTIGATIONS ON THE PREDICTIVE VALUE OF SELECTED READING READINESS MEASURES.

6541 WEINTRAUB, S. WHAT RESEARCH SAYS TO THE READING TEACHER - READING GRAPHS, CHARTS AND DIAGRAMS. THE READING TEACHER, 1967, 20, 345-49. (I) SUMMARIZES AND DISCUSSES 15 REFERENCES ON TEACHING ELEMENTARY CHILDREN TO READ GRAPHIC MATERIALS.

6542 WEINTRAUB, S. WHAT RESEARCH SAYS TO THE READING TEACHER - SEX DIFFERENCES IN READING ACHIEVEMENT. THE READING TEACHER, 1966, 20, 155-65. (I) REVIEWS 23 STUDIES DEALING WITH SEX DIFFERENCES IN READING ACHIEVEMENT, POSSIBLE CAUSAL FACTORS, AND AMELIORATIVE CLASSROOM PROCEDURES.

6543 WEINTRAUB, S. WHAT RESEARCH SAYS TO THE READING TEACHER - VOCABULARY CONTROL. THE READING TEACHER, 1967, 20, 759-65. (I) CITES 12 SOURCES ON RESEARCH ON VOCABULARY CONTROL. VOCABULARY CONTROL WAS DEFINED AS LIMITING THE NUMBER OF NEW WORDS INTRODUCED AND PLANNED REPETITION OF THOSE WORDS.

6544 WEISS, R. F. CONSENSUS TECHNIQUE FOR THE VARIATION OF SOURCE CREDIBILITY. PSYCHOLOGICAL REPORTS, 1967, 20, 1159-62. (III-11) DETERMINES EFFECT OF THE CONSENSUS LEVEL OF THE SOURCE ON OPINION FORMATION. TRUTH CHANCES OF TWO OPINIONS WERE ESTIMATED BY 116 UNDERGRADUATE STUDENTS AFTER THEY READ TWO PERSUASIVE COMMUNICATIONS. THE OPINIONS BEING READ WERE ATTRIBUTED TO EITHER ONE TENTH OF THE EXPERTS OR NINE TENTHS OF THE EXPERTS.

6545 WEISS, W. COMMUNICATOR EFFECTIVENESS IN RELATION TO THE STRENGTH OF THE COMMUNICATION. PSYCHOLOGICAL REPORTS, 1967, 20, 1037-38. (III-9) DETERMINES THE EFFECTIVENESS OF THE STRENGTH OF THE COMMUNICATION AND THE CREDIBILITY OF THE COMMUNICATOR IN THE ATTITUDE CHANGE. POSITIONS OF 240 COLLEGE STUDENTS TOWARD AN ISSUE WERE RATED BEFORE AND AFTER THEY READ A WEAK OR A STRONG COMMUNICATION ATTRIBUTED TO A BETTER OR LESS WELL REGARDED SOURCE.

6546 WEPMAN, J. M. AUDITORY DISCRIMINATION, SPEECH, AND READING. ELEMENTARY SCHOOL JOURNAL, 1960, 60, 325-33. (IV-7) RELATES SCORES ON THE NEWLY STANDARDIZED WEPMAN AUDITORY DISCRIMINATION TEST WITH SPEECH, READING, AND INTELLIGENCE TESTS FOR 80 FIRST GRADERS AND 76 SECOND GRADERS.

6547 WHEELOCK, W. H., + SILVAROLI, N. M. AN INVESTIGATION OF VISUAL DISCRIMINATION TRAINING FOR BEGINNING READERS. JOURNAL OF TYPOGRAPHIC RESEARCH, 1967, 1, 147-56. (IV-6) COMPARES VISUAL DISCRIMINATION ABILITY FOR 45 EXPERIMENTAL KINDERGARTNERS WHO WERE TRAINED TO MAKE INSTANT RESPONSES OF RECOGNITION TO THE CAPITAL LETTERS OF THE ALPHABET WITH 45 CONTROL SUBJECTS RECEIVING NO TRAINING.

6548 WHITLOCK, CAROLYN, + BUSHELL, D., JR. SOME EFFECTS OF 'BACK-UP' REINFORCERS ON READING BEHAVIOR. JOURNAL OF EXPERIMENTAL CHILD PSYCHOLOGY, 1967, 5, 50-57. (IV-5) INVESTIGATES THE DIFFERENTIAL EFFECTS OF A COUNTER ALONE AND A COUNTER BACKED UP BY SUBJECT-SELECTED REINFORCERS UPON THE READING BEHAVIOR OF A SIX-YEAR OLD GIRL DURING 36 EXPERIMENTAL SESSIONS.

6549 WIGGINS, R. H. EFFECTS OF THREE TYPOGRAPHICAL VARIABLES ON SPEED OF READING. JOURNAL OF TYPOGRAPHIC RESEARCH, 1967, 1, 5-18. (IV-17) REPORTS TWO EXPERIMENTS INVESTIGATING THE EFFECTS OF VARIATION ON PICA LENGTHS AND LOWER- CASE ALPHABET LENGTHS AND LINE LENGTH AND VARIABLE SPACING ON READING SPEED FOR 324 SUBJECTS, AVERAGE AGE 18.9 YEARS IN THE FIRST EXPERIMENT, AND 300 SUBJECTS, AVERAGE AGE 19.3 YEARS IN THE SECOND.

6550 WILDERSON, F. B., JR. AN EXPLORATORY STUDY OF READING SKILL DEFICIENCIES AND PSYCHIATRIC SYMPTOMS IN EMOTIONALLY DISTURBED CHILDREN. READING RESEARCH QUARTERLY, 1967, 2 (3), 47-73. (VI) DETERMINES THE RELATIONSHIP BETWEEN READING DISABILITY AND EMOTIONAL DISTURBANCE IN FIFTY CHILDREN (41 BOYS AND 9 GIRLS), AGES 9-14, BY FACTOR-ANALYZING BOTH READING AND PSYCHIATRIC MEASURES AND THEN CORRELATING THEM. LATER A FACTOR ANALYSIS WAS MAKE OF ALL 109 RATINGS AND SCORES.

6551 WILES, R. M. FRESHEST ADVICES. COLUMBUS - OHIO STATE UNIVERSITY PRESS, 1965. (III-7) STUDIES THE DEVELOPMENT AND INFLUENCE OF ENGLISH PROVINCIAL NEWSPAPERS DURING THE EIGHTEENTH CENTURY.

6552 WILHELM, ROWENA. DIAGNOSTIC VALUE OF TEST SCORE DIFFERENTIALS FOUND BETWEEN MEASURES OF VISUAL AND AUDITORY MEMORY IN SEVERLY DISABLED READERS. ACADEMIC THERAPY QUARTERLY, 1966, 2, 42-44, 58. (IV-12) COMPARES SCORES IN VISUAL MEMORY (KNOX CUBE TEST) AND AUDITORY MEMORY (DIGIT SPAN TEST OF WISC) FOR 75 SEVERLY RETARDED READERS AND RELATES THE DIFFERENTIAL TO MUSCULAR TENSION, AGE, SEX, AND OTHER VARIABLES.

6553 WINKLEY, CAROL K. WHICH ACCENT GENERALIZATIONS ARE WORTH TEACHING. THE READING TEACHER, 1966, 20, 219-24, 253. (V-8) ASSESSES THE EXTENT TO WHICH TWO APPROXIMATELY EQUATED GROUPS COMPOSED OF 409 PUPILS AT THE FOURTH-, SIXTH-, AND EIGHTH-GRADE LEVELS LEARNED AND APPLIED 18 ACCENT GENERALIZATIONS. THE RELATIVE MERITS OF TEACHING EACH GENERALIZATION WERE EVALUATED.

6554 WINNICK, WILMA A., + NACHBAR, S. TACHISTOSCOPIC RECOGNITION THRESHOLDS FOLLOWING PAIRED-ASSOCIATE LEARNING. JOURNAL OF VERBAL LEARNING AND VERBAL BEHAVIOR, 1967, 6, 95-99. (IV-5) REPORTS THE PROCEDURES AND RESULTS OF THREE EXPERIMENTS DONE WITH UNDERGRADUATES TO COMPARE THE EFFECT UPON TACHISTOSCOPIC THRESHOLDS OF SEEING ONLY OR SEEING AND PRONOUNCING WORDS AS COMPARED TO UNEXPOSED WORDS OF SIMILAR FREQUENCIES.

6555 WINTER, CLOTILDA. LISTENING AND LEARNING. ELEMENTARY ENGLISH, 1966, 43, 569-72. (V-11) CALCULATES COEFFICIENTS OF CORRELATION BETWEEN SCORES ON A LISTENING COMPREHENSION TEST AND SCORES ON MEASURES OF INTELLIGENCE AND SCHOOL ACHIEVEMENT FOR A TOTAL OF 280 BOYS AND 283 GIRLS IN GRADES FOUR, FIVE, AND SIX.

6556 WITTY, P. STUDIES OF THE MASS MEDIA-1949-1965. SCIENCE EDUCATION, 1966, 50, 119-26. (III-1) REPORTS FINDINGS IN THE LATEST OF AN ANNUAL SERIES OF SURVEYS ON CHILDREN'S REACTIONS TO TV AND OTHER MEDIA. 1965 FINDINGS WERE COMPARED WITH THOSE FROM EARLIER SURVEYS AND FROM OTHER SIMILAR INVESTIGATIONS.

6557 WOOLF, M. D. EGO STRENGTHS AND READING DISABILITY. IN E. L. THURSTON + L. E. HAFNER (EDS.), THE PHILOSOPHICAL AND SOCIOLOGICAL BASES OF READING. YEARBOOK OF THE NATIONAL READING CONFERENCE, 1965, 14, 73-80. (IV-13) DETERMINES THE RELATIONSHIP BETWEEN EGO STRENGTH AND READING ABILITY. SCORES ON PERSONALITY INVENTORY SCALES WERE COMPARED FOR 20 MALE COLLEGE FRESHMEN DESIGNATED POOR READERS AND 19 DESIGNATED AS GOOD READERS.

6558 WOZENCRAFT, MARIAN. A COMPARISON OF THE READING ABILITIES OF BOYS AND GIRLS AT TWO GRADE LEVELS. JOURNAL OF THE READING SPECIALIST, 1967, 6, 136-39. (IV-2) COMPARES THE READING ACHIEVEMENT OF BOYS AND GIRLS (564 THIRD GRADERS AND 603 SIXTH GRADERS) AS A TOTAL GROUP AND THEN DIVIDED INTO THREE ABILITY LEVELS.

6559 ZAGONA, S. V., + HARTER, M. R. CREDIBILITY OF SOURCE AND RECIPIENT'S ATTITUDE - FACTORS IN THE PERCEPTION AND RETENTION OF INFORMATION ON SMOKING BEHAVIOR. PERCEPTUAL AND MOTOR SKILLS, 1966, 23, 155-68. (III-9) COMPARES SCORES ON MEASURES OF ATTITUDE AND RETENTION FOR THREE GROUPS OF 19 UNDERGRADUATES WHO HAD BEEN EXPOSED TO A PRINTED MESSAGE IDENTICAL IN CONTENT BUT DIFFERING IN CREDIBILITY OF ASCRIBED SOURCE.

6560 ZARUBA, ELIZABETH A. A SURVEY OF TEACHERS' ATTITUDES TOWARD READING EXPERIENCES IN KINDERGARTEN. JOURNAL OF EDUCATIONAL RESEARCH, 1967, 60, 252-55. (V-2) IDENTIFIES AND COMPARES THROUGH QUESTIONNAIRE RESPONSES ATTITUDES OF TWELVE KINDERGARTEN AND THIRTY PRIMARY TEACHERS TOWARD KINDERGARTEN READING ACTIVITIES, SELECTION OF KINDERGARTNERS FOR READING INSTRUCTION, AND PARENTS' ROLE.

6561 ZEMAN, S. S. A SUMMARY OF RESEARCH CONCERNING LATERALITY AND READING. JOURNAL OF THE READING SPECIALIST, 1967, 6, 116-23. (I) SUMMARIZES 14 RESEARCH STUDIES PERTAINING TO RELATIONSHIPS BETWEEN LATERALITY AND READING.

6562 ZIMET, SARA F. CHILDREN'S INTEREST AND STORY PREFERENCES - A CRITICAL REVEIW OF THE LITERATURE. ELEMENTARY SCHOOL JOURNAL, 1966, 67, 122-30. (I) CITES 37 REFERENCES UNDER SIX MAJOR HEADINGS - A CHALLENGE TO METHOD, YOUNG CHILD'S READING INTERESTS, MATERIAL, INTERESTS OF BOYS AND GIRLS, STORY ILLUSTRATIONS, AND INTELLIGENCE, AGE, MATURITY.